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ABSTRACT

The four sub-problems of this dissertation were 1) to determine the present administrative goals and patterns of existing diocesan television centers; 2) to identify specific areas where a coordinated administrative design could facilitate television operations; 3) to determine the nature and function of an agency that could support and coordinate inter-diocesan cooperation; and 4) to prepare an administrative design that would guide, rather than dictate, policy with regard to instructional television at the diocesan level. After surveying the goals and needs of the nine diocesan television systems in the United States, an administrative design is proposed to coordinate the two national-level agencies interested in television and Roman Catholic education. The design, based on system theory and a process of system linkage, should be applicable to any pair of systems with common goals who wish to coordinate their activities without losing any of their autonomy.
(RH)

Guidelines for an Administrative Design
to Coordinate the Instructional
Television Fixed Service Facilities
of the Roman Catholic Dioceses
in the United States

Francis J. Ryan

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GUIDELINES FOR AN ADMINISTRATIVE DESIGN TO
COORDINATE THE INSTRUCTIONAL TELEVISION
FIXED SERVICE FACILITIES OF THE
ROMAN CATHOLIC DIOCESES IN
THE UNITED STATES

FRANCIS J. RYAN

Submitted in partial fulfillment of the
requirements for the degree of Doctor of
Education in the School of Education of
New York University

1972

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In an undertaking such as this the opening words of John Donne's Meditation Twenty-three "No man is an island" have a singular meaning. This work has come to completion because of the efforts of many people who were kind enough to aid the author.

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TABLE OF CONTENTS

	Page
Acknowledgements	iii
Chapter	
I. THE PROBLEM	1
Sub-Problems	1
Definition of Terms	2
Delimitations	4
Significance	5
Related Studies	10
II. METHODOLOGY - AN OVERVIEW OF PROCE- DURES IN COLLECTING AND TREATING THE DATA	18
Sub-Problem I	19
Sub-Problem II	22
Sub-Problem III	24
Sub-Problem IV	27
III. THE GROWTH AND DEVELOPMENT OF EDUCA- TIONAL AND INSTRUCTIONAL TELEVISION	30
Components of an ITV System	31
Methods of Television Distribut on	32
Components of an ITFS System	38
IV. PROFILES OF ITFS SYSTEMS OWNED AND OPERATED BY ROMAN CATHOLIC DIOCESES	41
Archdiocese of Boston	41
Diocese of Brooklyn	44
Archdiocese of Detroit	48
Archdiocese of Los Angeles	51
Archdiocese of Miami	54
Archdiocese of Milwaukee	57

Chapter	Page
Archdiocese of New York	61
Diocese of Rockville Centre	65
Archdiocese of San Francisco	69
V. POTENTIAL AREAS OF INTERDIOCESAN COOPERATION	72
Administration	72
Production	75
Engineering	76
The Need for Cooperation	78
Areas Identified as Lending Themselves to Coordination	80
Generalized Job Description Based Upon Common Job Responsibilities at the Diocesan Television Centers	84
VI. THE PROPOSED AGENCY IN THE NATIONAL SCHEME	86
The National Conference of Catholic Bishops	86
The United States Catholic Conference	89
Department of Education	101
Department of Communications	104
Instructional Television Associates	106
The Proposed Agency	110
VII. THE ADAPTATION AND IMPLEMENTATION OF THE PROPOSED AGENCY	113
Office of the Executive Secretary	123
The Office of the Executive Secretary and PPBS	125
Role and Purpose of the Office of Executive Secretary	127
Systems Analysis	139
Job Descriptions	145
VIII. RECOMMENDATIONS AND CONCLUSIONS	148
Conclusions	149
Recommendations	154

	Page
BIBLIOGRAPHY	157
APPENDIX	164
A. Survey of Existing ITFS Facilities of the Roman Catholic Church in the United States	165
B. Job Responsibility Check List	176
C. Projected Operational Budget for the Office of Executive Secretary	179
D. Summary of Response Sheet	182
E. TV Course Evaluation Sheet	184
TABLE OF CHARTS	vii

TABLE OF CHARTS

Chart		Page
1	Summary of Responses	82
2	United States Catholic Conference: Simplified Plan of Organization	119
3	ITA: Plan of Organization	120
4	Proposed Administrative Agency	121
5	PPBS Flow Chart	142
6	Program Calendar	143
7	Office of Executive Secretary: Plan of Organization	144

CHAPTER I

THE PROBLEM

The problem of this study was to structure guidelines for the administration, production, and engineering aspects of the diocesan television centers of the Roman Catholic Church in the United States.

Subordinate Problems

1. To determine the present administrative goals and patterns of the existing diocesan television centers.
2. To identify specific areas where a coordinated administrative design could facilitate television operations at both the diocesan, and at the national levels.
3. To determine the nature and function of an agency that could support and coordinate the inter-diocesan cooperation necessary to facilitate operation in the specific areas.
4. To prepare an administrative design that would guide, rather than dictate, policy

in regard to instructional television
at the diocesan level.

Definition of Terms

For the purposes of this study, the following operational definitions apply:

Instructional Television Fixed Service (ITFS): A television system that transmits educational materials over the 2500 megahertz frequency from a fixed (not mobile) station to one or more fixed receiving locations specifically designed to receive the signal. In effect it is an over-the-air closed circuit system owned by an educational organization licensed by the Federal Communications Commission.¹

Diocese (pl. dioceses): The territory or the churches under a bishop's jurisdiction. An archdiocese is the territory or churches under the jurisdiction of an archbishop.

Administration: The aspect of television that deals with the coordination of produc-

¹ Bernarr Cooper, Robert Hilliard, and Harolds Wiggren, eds. ITFS (Instructional Television Fixed Service), What It Is...How to Plan, Washington, D. C., National Education Association, 1967.

tion and engineering activities in addition to attending to regular educational administration such as curriculum and budget.

Production: The aspect of television involved in coordinating, scripting, props, sets, photography, graphics and television talent into a finished product for telecasting.

Engineering: The aspect of television concerned only with the technical equipment such as cameras, antennas, videotape recorders, and transmission equipment.

Instructional Television Associates (ITA): A corporation formed by the chief administrators of diocesan television centers in order to provide information and encourage the growth and development of educational and instructional television in the Catholic school systems.²

Systemic linkage: The process whereby one or more of the elements of at least two social systems is articulated in such a manner that the two systems in some ways

2 Instructional Television Associates, Notice of Incorporation (typewritten), New York, 1967.

on some occasions may be viewed as a single unit.³

Delimitations

The following delimitations were placed upon research:

1. The study was concerned primarily with administrative problems and touches upon the areas of production and engineering only when they apply to administrative procedure. The study in no way attempted to measure the effect of televised instruction upon students and their learning abilities. Moreover, it did not deal with the areas of curriculum planning for television, because these areas are more directly connected with supervision rather than administration.

2. The research involved only those dioceses within the United States that presently operate their own television centers for their own school systems. Those dioceses that have applied for permission to build or operate television systems, but have not as of 1971 been granted permission to transmit, are not included.

3. The systems that were studied numbered nine and were spread throughout the continental limits

3 Charles P. Loomis, Social Systems: Essays on Their Persistence and Change, Princeton, New Jersey: D. Van Nostrand Company Inc., 1960, p. 33.

of the United States. These systems represented all of the television centers owned and operated by the Roman Catholic dioceses within the United States. They are the Dioceses of Boston, Brooklyn, Detroit, Los Angeles, Milwaukee, Miami, the Archdiocese of New York, the Diocese of Rockville Centre (Long Island, N. Y.), and the Diocese of San Francisco.

Significance of the Problem

In the school year 1971-72, more than 667,000 of the children attending Roman Catholic Schools in the United States received part of their instruction via educational television systems owned and operated by various Roman Catholic Dioceses. In fact, 14 per cent of the Instructional Television Fixed Service (ITFS) stations licensed by the Federal Communications Commission (FCC) in the United States are owned and operated by these dioceses. The extent of these systems is indicated in another FCC figure. Even though station ownership is 14 per cent of the national licenses, these same dioceses provide service for the 65 per cent of the ITFS receiving locations within the country. As of January 1971, the monies invested in ITFS by the Roman Catholic Dioceses are in excess of

\$15,000,000.⁴

In light of the current financial crisis facing Roman Catholic education in the United States, one might have to pose the question of "why such an expenditure for televised instruction, when the Catholic Church is forced to close schools for lack of funds?"

The dioceses within the United States with the largest school enrollments are those that have built ITFS stations. One of the fundamental premises for building such installations has been that television can help to alleviate or solve many of the educational problems that now face the Roman Catholic schools. Two major problems are both real and serious. First, is the decline of religious vocations within the United States. The second is an outgrowth of the first, the lack of religious personnel which has forced the Catholic schools to hire lay teachers to replace the religious. These lay teachers command a lay salary that is much higher than that of the religious. As a result of these problems the Roman Catholic schools find themselves under great financial strain.

In 1964, the Federal Communications Commis-

4 Francis Richard Birmingham, Jr., I.T.F.S.: Assessment of the Technical and Educational State of the Art, unpublished dissertation for the Ph.D., Catholic University, 1970.

sion made available television spectrum space for exclusive educational use. School districts applying for such space were to be allowed to own and operate their own four-channel television system.

Since that time, nine Roman Catholic dioceses have installed and are operating such television systems. These systems are owned by the individual dioceses and for the most part come under the jurisdiction of their own education departments. The primary function of the television systems is educational, specifically for instruction in the parochial schools. The channels are, however, also used by other diocesan agencies such as Catholic Charities, Adult Education, Religious Education and Conferences for the Religious. As a result the television systems not only play back rented materials but also produce many of their own materials. Because these systems are scattered throughout the country, communication between them leaves much to be desired. It has, in fact, come to light that many of them are producing materials that are quite similar. This duplication of effort is costly and is a waste of both time and manpower.

If the efforts of these television systems were coordinated, the result would be more efficient use of television facilities in terms of manpower and

expenditure of monies for production.

An administrative design that would coordinate the existing diocesan television systems and their activities in the most efficient and effective manner is desperately needed.⁵

The idea of sharing facilities and talent is not new to the public schools of the United States. Within the last decade major attempts to attain this end have been made in several states of the Union. This trend can be readily detected in New York State. During the period of the past five years, the state has created what are termed Boards of Cooperative Educational Services (BOCES). The pervading philosophy behind these BOCES was to provide for special educational services to school districts that could not themselves provide these services.

BOCES were set up throughout New York State, specifically within supervisory school districts in the state. This cooperative venture between the state and the local school districts has proved to be quite successful, showing in fact, that in cooperation many previous obstacles to the education of

5 The Reverend John F. Meyers, Executive Secretary, "The Need for Dioceses with Common Problems to Meet Frequently to Share Ideas and Experiences," 1969-70, Annual Report, Superintendent's Department, the NCEA, 7.

children were diminished.⁶

In light of the new technology of various kinds of television systems, and especially the new video cassettes, an administrative design as proposed by the investigator could prove to be useful to the existing television systems and also to those other dioceses that have similar personnel problems but lack the funds to build ITFS systems to help solve the problem.

Diocesan television systems have doubled in the past five years and a spirit of cooperation does exist between them. Because of the size and complexity of the television operations, the chief administrators, although willing to cooperate, find it almost impossible to do so.

The chief administrators of the existing diocesan television systems at a meeting in Miami on January 11, 1971, indicated that the proposed study to coordinate their efforts was very much needed at this time.

Consequently, the investigator has proposed a design which will allow these administrators to cooperate with one another in vital areas and still

6 Milton Flynn Boyden, "Boards of Cooperative Educational Services in the State of New York," unpublished dissertation for the Ph.D., Cornell University, 1955.

not interfere with their primary responsibilities toward their own duties.

An investigation by the investigator into the documents available through professional organizations such as the National Association of Educational Broadcasters and the Association for Educational Communications and Technology indicates that there is no literature available in the area of coordination of television stations as comprehensive as proposed in this study.

This study can, not only be of benefit to the Roman Catholic Dioceses involved, but can serve also as a guide for the potential coordination of activity between state and regional ITFS systems.

Through the coordination of funds, facilities, and talent, all who cooperate can stand to benefit. The ultimate benefits will accrue to millions of students who now receive part of their education through television.

Related Studies

Insofar as the investigator can determine, there are no previous studies that duplicate the work done here. Several studies are, however, related to this one, although the total number is not large. Many of the studies consulted deal with particular areas of production and engineering. The major part

of the studies pertaining to educational television employ the historical rather than the descriptive method.

To date the only study concerned specifically with the use of audio-visual materials within the framework of Catholic education in the United States is that of John H. O'Meara.⁷ This historical study was conducted before any Roman Catholic school system in the United States expended monies or exhibited interest in closed circuit television for instruction. The primary thrust of the study involved setting a pattern for the organization of a specialized audio-visual association for the Catholic educators within the United States.

The study proposed by the investigator was an attempt to establish an administrative design for one facet of the entire audio-visual field, specifically closed circuit educational television.

Because the proposed study is heavily concerned with the administration and, in particular, the coordination of administration the investigator researched these areas in depth.

7 John H. O'Meara, "The Foundation, Organization and Development of the Catholic Audio-Visual Educators Association: An Administrative Pattern for the Organization of a Specialized Audio-Visual Association," unpublished dissertation for the Ph.D., New York University, 1957.

Several studies on interinstitutional cooperation were consulted. These studies indicated that there was a trend in interinstitutional cooperation in the late 1960's. They further indicated that many of these cooperating agencies proved to be quite successful in meeting the needs of the involved institutions.

A study at Catholic University⁸ in 1966, indicated that "the principle of synergism was evident (meaning that the cooperative action gave a total effect greater than the sum of the effects of each college working alone and in isolation)."⁹

The majority of studies dealing with coordination and interinstitutional cooperation have been concerned with institutions of higher education. The Sullivan study was the only one concerned with Catholic institutions of higher education but did not touch upon cooperation in terms of television.

In 1966, Joe Allen Bailey conducted a study on the feasibility of interinstitutional cooperation

8 Arthur Dennis Sullivan, "Patterns of Interinstitutional Cooperation in Canadian Catholic Higher Education," unpublished dissertation for the Ph.D., Catholic University of America, Washington, D.C., 1966.

9 Ibid.

between eleven colleges and universities.¹⁰

The developmental phase of the project demonstrated that colleges of different religious affiliations could work together; that large and small colleges could cooperate on a joint project without the small schools losing their identity...¹¹

The latter is of importance to the proposed study, because the dioceses concerned varied in size and sophistication. The study presented by Bailey, however, was limited in that it preceded the development of Instructional Television Fixed Service (ITFS) by four years.

Additional studies on cooperation between educational agencies and school districts involving areas other than television have been examined. Three of these studies were concerned with the proposal of a coordinating agency. One was a proposal to coordinate county services.¹² Another was a proposal to coordinate and organize a state agency. One of the weaknesses pointed out in this study was that "No

10 Joe Allen Bailey, "A Critical Analysis of the Development of a Closed-Circuit Microwave Television Network for Eleven Colleges and Universities in the Central Texas Area," unpublished dissertation for the Ph.D., University of Texas, 1960.

11 Ibid.

12 Pierce Francis Hoban, "Cooperative Service Agency for the School Districts of Pascack Valley, Bergen County, New Jersey," unpublished dissertation for the Ph.D., New York University, 1963.

agency in California has assumed any responsibility for coordinating the development of televised instructional programming."¹³

The findings of a study by Milton Boyden¹⁴ indicated that the majority of superintendents involved with Boards of Cooperative Educational Services (BOCES) in New York State thought that the project was successful and that the ultimate benefactor was the student. It is expected that the proposed study will point out similar results.

A study recently submitted by Francis Birmingham¹⁵ indicates that the largest proportion of ITFS utilization on a national basis are those systems owned and operated by the Roman Catholic Dioceses within the United States. This study was of particular value in researching the background for this study.

Of great value in the creation of the administrative design was a study made by William Henry

13 Robert Earl Morrill, "The Organization and Administration of Instructional Television in California," unpublished dissertation for the Ph.D., University of California, Berkeley, 1966.

14 Milton Flynn Boyden, op. cit.

15 Francis Richard Birmingham, Jr., "I.T.F.S.: Assessment of the Technical and Educational State of the Art," unpublished dissertation for the Ph.D., Catholic University of America, Washington, D.C., 1970.

Heath at New York University in 1970.¹⁶ The concept of Institutional Systemic Linkage (ISL) was used in sub-problem four of this study.

In including the concept of Institutional Systemic Linkage to the proposed design a review of the literature on social systems, systems analysis, organization and administration was conducted. The texts drawn upon include General and Social Systems by Kenneth F. Berrien, Educational Planning-Programming-Budgeting by Harry Hartley, Charles P. Loomis' Social Systems: Essays on Their Persistence and Change and Administrative Organization by Frank P. Sherwood.

No one sufficient, all-inclusive systems theory exists in education, but in relating the available systems research to this context, the educational planner might take an eclectic approach and maximize selected contributions from many sources.¹⁷

The investigator designed the proposed administrative design to coincide with the Program Planning Budgeting System (PPBS). The PPBS was selected because it was based upon goal orientation rather than dollar limitation. "As the nucleus of PPBS, the pro-

16 William Henry Heath, "An Analysis of Influence in the Establishment of a Regional Education Center," unpublished dissertation for the Ph.D., New York University, 1970.

17 Harry J. Hartley, Educational Planning-Programming-Budgeting, A Systems Approach (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1968), 26.

gram budget expresses the dollars in relation to the outputs, or programs."¹⁸

Several additional systems approaches were considered as alternatives for the proposed design but were rejected. The systems and reason for their rejection are as follows:

Operations Research (OR) - A system that furnishes precise mathematical measures for planning and decision making.¹⁹ This approach was rejected because the variables presented in this study cannot for the most part be quantified.

Management Information Systems (MIS) - A formal list of procedures established to provide information in the planning and decision making processes.²⁰ This approach was rejected since the focus of this study does not deal with the collection and distribution of data alone.

Program Evaluation and Review Technique (PERT) - A device for planning, controlling, monitoring, and evaluating complex projects that have been structured into component parts, time elements and cost factors.²¹

¹⁸ Hartley, PPBS, 85.

¹⁹ Ibid., 36.

²⁰ Ibid., 37.

²¹ Ibid., 38.

PERT was not employed in this study because the time phasing implementation of the proposed design is not rigorously defined.

Cost effective analysis was also rejected because the emphasis of such an approach is dollar value with objectives and goals being relegated to a second position.

In the search for related literature the standard reference works Index to American Doctoral Dissertations, Doctoral Dissertations Accepted by American Universities and Dissertation Abstracts were consulted. Also examined were The Reader's Guide to Periodical Literature, library card catalogs, the bibliographies of works listed in the PARTIAL BIBLIOGRAPHY of this study, and the bibliographies of related studies already mentioned. In addition, professional journals in the field, such as the Educational Broadcasting Review, Educational/Instructional Television, Broadcast Management Engineering and A-V Communications Review, were reviewed.

CHAPTER II

METHODOLOGY-AN OVERVIEW OF PROCEDURES IN COLLECTING AND TREATING DATA

Much of the data gathered by the investigator in relation to sub-problems one, two, and three were gathered from primary sources, including the statements of the chief administrators of the diocesan television centers, through direct interview, questionnaire, and examination of original documents. All questionnaires were subject to examination by a committee of three informed persons in the field.

In order to insure the validity of the data, each compilation of trends and practices analyzed was subject to review by the same chief administrators.

The material gathered in relation to sub-problem three was subject to analysis by the chief executive of each national agency. It was anticipated that the checking and rechecking of these data by primary sources would increase the validity of any conclusions drawn by the investigator in relation to the accuracy of background and function.

The material gathered for sub-problems one,

two and three proved to be the core of material for sub-problem four. In sub-problem four, the investigator coordinated the specific areas that were identified in sub-problem two. An administrative design was constructed from secondary sources, including texts and studies in modern educational administrative procedures. Primary sources, expressions by leaders and reports in Catholic educational administration, were consulted as to the adaptability of the design to the Roman Catholic educational system.

Sub-problem I

To determine the present administrative goals and patterns of the existing diocesan television centers.

In this sub-problem primary sources, documents, and people were investigated. The nature of the study was a descriptive survey. The data collected in this sub-problem were concerned primarily with the status and nature of each television center in relation to its own diocese. In addition, the investigator attempted to determine the initial reason for the particular diocese adopting television.

The material studied here was useful in providing a profile of each diocese. The profile proved to be of great value in applying standards to the data collected in the subsequent sub-problems.

The data were collected from the chief

administrator of each diocesan television center. A questionnaire was developed by the investigator designed to elicit information in reference to the present administrative practices and goals of each center. The first draft of the questionnaire was subject for evaluation and comment by a panel of three informed and knowledgeable persons. The proposed questionnaire had to be approved by two of the three members of the panel before being sent to the subjects.

To be a member of the panel a candidate had to have three of the four qualifications listed below:

- Five years active involvement in Educational Television
- Three years in administration of Educational Television
- Knowledgeable in the area of Instructional Television Fixed Service
- Currently involved in educational television administration.

The first member of the panel was, Chief, Bureau of Mass Communication, New York State Education Department. This member also headed the Sub-regional Instructional Television Fixed Service Committee set up by the Federal Communications Committee to serve the northeastern United States. In addition, he pub-

lished one of the first texts on how to implement an ITFS system. The work was entitled ITFS: What It Is ...How to Plan.

The second panel member was the Superintendent of Schools for the Mineola Public Schools in New York. It was under his leadership that the Mineola Public Schools built and installed one of the first ITFS stations.

The third panel member was the Manager of Television Services for the Board of Cooperative Educational Services (BOCES) in Nassau County, New York. He was involved in expanding of ITFS services to several public school districts in Nassau County, New York.

Once the data were collected, each of the chief administrators was interviewed so as to corroborate the evidence presented on the initial questionnaire.

The data collected by questionnaire were compared to the data gathered at the personal interview. In such instances where the collected data was incomplete, the primary source was interviewed again so as to eliminate any inaccurate or contradictory findings on the part of the investigator.

The final profile of each diocese when completed was submitted for review and comment by the

same chief administrator.

Sub-problem II

To identify specific areas where a coordinate administrative design could facilitate television operations not only at the diocesan but also at a national level.

The profiles of each diocese gathered from the data of sub-problem one were broken down into specific areas relating to television center personnel. These personnel had similar job descriptions at each television center. This sub-problem was concerned with determining similarities in job functions at each center.

The material studied here was of value in determining which specific areas could be coordinated on a national level without disturbing the job function at a diocesan level.

The chief administrator at each diocesan television center was asked to list all of the functions carried out by the department supervisors at his center. These departments were listed under the broad headings of administration, production, and engineering. This information was available through the questionnaire already discussed in sub-problem I.

Once the questionnaires were returned to

the investigator a master list for each specific area was prepared. This list was subject to review and comment by a panel of experts. This panel is described under sub-problem I. The master check list was returned to each administrator. The administrator was requested to check off the duties of the department supervisors and return the form. A tentative check list is in the appendix p. 173.

The master check list when returned was subject to an item analysis as per specific job function of each department supervisor. Any item receiving six or more designations in a particular area on the summary of response sheet was considered as a potential area of coordination because this represented two-thirds of the sample. A summary of the responses was listed on a master schedule.

Job descriptions in each category were written up by the investigator based on the data and presented to the chief administrator of each diocesan television center for his review and comment. When necessary, the description was revised until approved by all of the chief administrators.

Sub-problem III

To determine the nature and function of an agency that could support and coordinate the inter-diocesan cooperation necessary to facilitate operation in the specific areas.

In this sub-problem primary sources were investigated. The data gathered in the sub-problem were related to the nature and function of the type agency needed to provide leadership in the coordination of diocesan television programs.

The material studied here enabled the investigator to identify the kind of agency at the national level which would lend itself to support the proposed design. Once the agency was located, the investigator would be able to design the proposed structure in sub-problem four.

The material gathered in the sub-problem was culled from documents and papers of two organizations. The organizations were: (1) the United States Catholic Conference (USCC) - an organizational structure that provides resources to insure coordination, cooperation and assistance in the public, educational and social concerns of the Roman Catholic Church at the national or interdiocesan level and (2) Instructional Television Associates (ITA) - a New York corpor-

ation whose membership is comprised of the chief administrators of the nine diocesan television centers.

Investigation and research relevant to the USCC were directed to two departments in that organization--specifically the Department of Education and the Department of Communications.

The charters and documents of the Departments of Education and Communications were studied in relation to their interest in education and educational television. These documents were compared to the papers of incorporation of Instructional Television Associates. The certificate of incorporation, as well as the published and unpublished reports of ITA, served as the basis of information for comparison. The kind of agency that lent itself most clearly to the goals of ITA was considered as the possible agency to implement the proposed design.

To insure accuracy in the selection of such an agency, the investigator interviewed the heads of the respective agencies to approve and clarify any data collected by the investigator in relation to the nature and function of the specific agency. During the course of the interview, specific information regarding the financial support of the proposed administrative design, was sought.

The information gathered was analyzed by the investigator and the aforementioned panel so as to determine which of the two existing agencies lent itself better to the proposed study. Specific areas of concern were the agencies' relation to and views of education as well as the agencies' desire to render financial support to such an administrative proposal. A primary consideration was the agencies' relationship to all of the dioceses within the United States.

Once the type of agency had been determined Instructional Television Associates reviewed the findings. Ultimate identification of the national agency depended upon ITA's recommendation.

A detailed description of the information collected by the investigator was forwarded to each ITA member. This description was subject to approval by two of three members of the panel of experts described earlier before being forwarded to each ITA member.

Sub-problem IV

To prepare an administrative design that would guide, rather than dictate, policy in regard to instructional television at the diocesan level.

The data and material gathered for this sub-problem enabled the investigator to adopt an administrative design to provide a framework to facilitate cooperation between the existing and future diocesan television centers. Of primary importance was that this design had as one of its primary goals coordination of activity without dictating policy. Each diocese involved was an individual entity. The proposed design would aid in coordinating those activities at each center that lend themselves to coordination. The intent was to guide and encourage cooperation rather than dictate policy to the local dioceses in their own operations. It was thus anticipated that the design would provide for:

1. better communication
2. exchange of programs
3. a loose confederation

The data for this sub-problem comprised a compilation of the data gathered in sub-problems two and three. Secondary sources, such as texts in educational administration and systems theory, were used as sources in setting up the proposed design. The

investigator attempted to integrate the data with current approaches to educational administration and administrative systems.

Because this sub-problem was primarily concerned with a design that would "guide rather than dictate," the proposed design was applied to the master social process of systemic linkage. This concept is mentioned by Loomis in his text on social systems. "Whole organizations sometimes have the sole function of systemic linkage."¹

The data collected in sub-problem two in relation to areas of potential coordination between centers were of primary importance. It was these data that enabled the proposed type of systemic linkage to be effective. The areas selected for coordination by the investigator based on the response to the questionnaires were subject to review and comment by the aforementioned panel of experts and the chief administrators of the television centers through ITA.

It was anticipated that the data presented in this sub-problem would provide a working model for the proposed administrative design. It was further expected that the proposed design would not only

1 Charles P. Loomis, Social Systems: Essays on Their Persistence and Change, Princeton, New Jersey: D. Van Nostrand Company Inc., 1960, 33.

prove to be of value to the Roman Catholic television centers but would be of great value in preparing guidelines for the coordination of television activities within counties and states of the United States. Similar problems of coordination of television activities exist at these levels.²

Although this proposal was specifically geared to all of the television centers wholly owned and operated by Roman Catholic dioceses, the concept of administration and guidelines presented would also have relevancy for public or other private school television systems.

The process of systemic linkage that was employed in the design is universal in application and may be likened to the role of the Federal government in the United States, and the United Nations on an international level. The specific proposal presented here is related to the administration of television production facilities and may be applied to any situation where two or more such facilities would like to pool their resources.

2 Robert Earl Morrill, "The Organization and Administration of Instructional Television in California," unpublished dissertation for the Ph.D., University of California, Berkeley, 1966.

CHAPTER III

THE GROWTH AND DEVELOPMENT OF EDUCATIONAL AND INSTRUCTIONAL TELEVISION

Definitions

As defined by Koenig and Hill, educational television (ETV) is a medium which disseminates programs devoted to information, instruction, cultural or public affairs, and entertainment. The word medium connotes any means employed to transmit an educational program....ETV is a broad term encompassing all types of educational programming.¹

Instructional television (ITV), is a more exclusive term. To Carpenter and Greenhill, instructional television

is understood to refer to educational efforts using television which have as their purposes the production, origination, and distribution of instructional content for people to learn; efforts in which television is used as the principal or as an auxiliary medium of communication. This conception includes closed-circuit broadcast activities...which handle

¹ Allan E. Koenig, and Ruane B. Hill, The Farther Vision: Educational Television Today, Madison: University of Wisconsin Press, 1967, Preface xi.

information specifically organized and produced for learning. The scope of instructional television is more specific than that of educational television and very different from commercial television....Instructional television is closely related to the work of organized formal educational institutions.²

The authors, however, caution:

In one sense instructional television is a misnomer; television per se does not instruct, it does not educate, it does not learn. Television itself is a tabula rasa, a blank sheet or a clear channel. It is a potential mediator of instruction, it is an instrument, which may be used to provide some but not all of the conditions necessary for most kinds of learning to occur.³

Components of an ITV System:

In listing guide lines for administering educational television, Brown and Norberg, in their text Administering Educational Media, discuss the problems of facilities and equipment in terms of three functions or components: origination, distribution, and reception. Kessler expanded on this concept a year later in 1966 when he further explained these components.

1. The origination facility

The basic function of the origination equipment is to convert the picture or

2 Educational Television: The Next Ten Years, Stanford: The Institute for Communications Research, 1962, 286.

3 Ibid., 288.

scene to be transmitted into analog electrical signal variations suitable for transmission over wire or radio circuits....

2. The transmission facility

The transmission facility may consist of either wires in the form of a suitable coaxial cable or a wireless radio circuit to transport the signals which represent the destination point to points.

3. The reception/display facility

The reception/display facility is the final link in the complete system and is...the black-box with the cyclop eye which converts the received signals (which only represent the picture) into an accurate reproduction of the picture or scene at the origination point.⁴

Methods of Television Distribution

There are three basic methods of transmitting television signals:

1. closed circuit
2. broadcast
3. 2500 mhz television (ITFS)

Closed circuit television (CCTV) - "refers to the procedure whereby the television signals are

⁴ William J. Kessler, Fundamentals of Television Systems. Seminar on Learning and Television sponsored by the National Association of Educational Broadcasters, National Project for the Improvement of Televised Instruction, June 27 - July 15, 1966, Washington, D.C., National Association of Educational Broadcasters, 1966, 1-2.

distributed from the origination point to the reception point by means of coaxial cable."⁵ Closed circuit systems vary in degrees of sophistication and size. The simplest type would be a one channel system located within a school. The more advanced systems could have as much as a twelve channel capability and connect institutions within a state or regional area. Closed Circuit systems include the components of origination, distribution and reception discussed in the preceding pages. One of the prime advantages of such a system is that it is private. "CCTV systems do provide for selective audiences. Only receivers connected to the system may receive the program."⁶ The greatest disadvantage to such a system is the cost of wiring and maintenance once the cable is placed on property other than the owners'. "Wiring and maintaining many and widely scattered locations can be costly via closed circuit."⁷

Broadcast (VHF and UHF)

"Broadcast (open-circuit) television makes use of a system by which signals broadcast from a

⁵ ETV: The Next Ten Years, op. cit., 321.

⁶ James W. Brown, and Kenneth Norberg, Administering Educational Media, New York: McGraw-Hill, 1965, 205.

⁷ Ibid., 204.

tower and antenna can be received by television receivers within range of the station and equipped with suitable receiving antennae. This is the most powerful and expensive use of the medium."⁸

The Federal Communications Commission (FCC) grants broadcast licenses to commercial and non-commercial users on a one channel per licensee basis. Broadcast channels are divided into two major groups: Very High Frequency (VHF) and Ultra High Frequency (UHF). On a television receiver, the VHF channels are received on channels 2 through 13; UHF channels are channels 14 through 83.

The 13 channels originally assigned by the Federal Communications Commission (FCC) to commercial television broadcasting were all in the VHF region. As the demand for channels increased, the number available in the VHF region was found to be inadequate and in 1952 the FCC allocated the space in the UHF region between 470 and 890 Mc to an additional 70 channels. At that time, the FCC believed that these new channels would permit an increase in the number of television stations sufficient to care for all the needs of commercial television, educational television, and the viewing public. For a variety of reasons, both technical and commercial, UHF television broadcasting has not been generally successful. Of the 528 commercial television broadcasting stations now in operation, 453 are VHF stations and only 75 are UHF stations. Of the 56 educational television stations in operation, 40

⁸ Brown and Norberg, op. cit., 204.

are VHF stations and 16 are UHF stations.⁹

Actual in-school instruction via broadcast television began in the 1950's. Both VHF and UHF stations were involved to a limited extent. Although broadcast television became an integral part of the instructional process in many school systems it did not meet the in-school needs of education. In a survey conducted in 1960, Lester Asheim concluded:

Open circuit, on the other hand, is most promising for adult education uses, for larger school systems, and for reaching the rural residents, the home-bound, and the older person. Open circuit may be used to a limited extent in the classroom--especially for some occasional event of importance (the inauguration, a major speech of national significance, etc.)--but not nearly so widely as in informal adult education.¹⁰

The major obvious limitation of broadcast television was the single channel allocation.

The chief disadvantage of the broadcast station as the purveyor of school television is that it can use only one channel. Within the limits of a school day, an ETV station broadcasting a variety of subjects to the full range of school grades--even if only the elementary grades--is hard put to it to do a given series more than once or twice a

9 ETV: The Next Ten Years, 222.

10 Ibid., 31.

week, particularly with the practical need for repeats.¹¹

A second problem that emerged from using broadcast materials in the schools was that of control.

There is a danger that open-circuit telecasting of classroom content may put education up to popular referendum. Can courses in the social sciences, literature, biological sciences be as complete, as outspoken, as critical before a general audience as they should be in the closed classroom? The privacy, the lack of outside supervision, the primacy of educational objectives which characterizes the classroom make it possible to pursue knowledge of its own sake, to experiment with teaching methods, to make mistakes and benefit from them. This must not be lost.¹²

Maloney, in 1967, refers to this same problem:

The twin facts that ETV works by broadcasting, and that therefore control over program content and style cannot be wholly in the hands of teachers and school administrators, has proved important. This situation has perhaps created some resistance by teachers and local administrators, to the use of broadcast ETV.¹³

In summary, by the early 1960's four problems were evident in relation to education and tele-

11 Wilbur Schramm, and Godwin C. Chu, Learning from Televisions: What the Researcher Says, Washington, D. C.: NAEB, 1968, 21.

12 ETV: The Next Ten Years, op. cit., 35.

13 Koenig and Hill, op. cit., 198.

vision:

1. Broadcast television did not meet the needs of educators because of in-school programming problems.
2. The multi-channel capability of CCTV was attractive to educators but the cost of installing and maintaining such a system was prohibitive.
3. Educators wanted more control over the educational potential of television.
4. Requests for additional VHF and UHF channels from the FCC far exceeded the supply available.

2500MHz (Instructional Television Fixed Service - ITFS)

The Federal Communications Commission opened 31 channels in the 2500-2690 megahertz frequency range for use by educational institutions and organizations on July 25, 1963. The official FCC designation of these channels is "Instructional Television Fixed Service" (ITFS). The FCC Rules and Regulations in Section 74.901 defines ITFS as follows:

A fixed station operated by an educational organization and used primarily for the transmission of visual and aural instructional, cultural, and other types of educational material to one or more fixed receiving locations.

To the educator, ITFS offered the best of all possibilities in terms of televised instruction. It offered a multi-channel capacity. Each licensee was capable of activating four channels (FCC Rules, Sec. 74.902(c)). This allowed for the transmission of four simultaneous programs. The system was closed circuit, in that, each receiving location needs a special antenna to receive the transmission. The signal is transmitted over the air, or broadcast, thus eliminating the expense of cable connections. This ETV system in effect is a private broadcasting network, with its use exclusive to the educator. "Transmissions are not intended for direct home reception by the general public. Therefore, ITFS is neither a broadcast (open-circuit) system nor a closed circuit system in the sense of wired (cable) installations."¹⁴

Components of an ITFS System

1. Origination - much the same as the originating equipment used in broadcasting. The amount and kind of studio equipment are determined by the needs of the individual system.
2. Distribution - a low power transmitter

¹⁴ Bernarr Cooper, ITFS-What It Is...How to Plan, Washington, D.C.: Division of Educational Technology NEA, 1967, 13-14.

that enables the user to broadcast on four channels within the 2500-2600 MHz range. This is a much higher frequency than VHF or UHF transmission. The highest UHF channel(83) is 890 MHz. The low power of the transmitter limits the signal to a range of 15-20 miles.

3. Reception - a special receiving antenna is installed on the roof of each receiver location. This antenna must be in a "line-of-sight" to the main transmitter. A special converter attached to the receiving antenna converts the high frequency signal so that it can be received on the average classroom receiver. The signal is distributed throughout the receiving location via cable.

Cooper lists the strengths of ITFS as follows:

ITFS has several unique characteristics:

- . It is especially adaptable for local school use.
- . It is flexible because it provides a multi-channel system that enables the administrator to cope more effectively with traditional scheduling problems which, up to now, have plagued instructional TV.
- . Programs may be repeated whenever required, and up to four different programs may be transmitted simultaneously.

- . It is relatively economical to use.
- . When combined with other methods of TV transmission, it can provide electronic flexibility and capability heretofore unavailable.¹⁵

In the United States at this writing (1972) there are 65 ITFS systems currently on the air, another 14 are under construction. Of these systems, the Roman Catholic Dioceses within the United States own 14 per cent of the systems and 65 per cent of the receiving locations.¹⁶ These systems are studied in more detail in Chapter IV.

¹⁵ Ibid., 16.

¹⁶ Francis Richard Birmingham, Jr., I.T.F.S.: Assessment of the Technical and Educational State of the Art, unpublished dissertation for the Ph.D., Catholic University of America, Washington, D.C., 1970.

CHAPTER IV

PROFILES OF ITFS SYSTEMS OWNED AND OPERATED
BY ROMAN CATHOLIC DIOCESES

Archdiocese of Boston

The Boston Catholic Television Center of the Archdiocese of Boston first applied for channel allocation to the Federal Communications Commission in January of 1967. The two channel system was activated soon after this date. The Boston Center is unique in that it is financed from within and receives no monies from the diocesan office or the local parishes. The one million dollars of construction costs and the annual operating costs of \$200,000 emanate from the center.

The television center staff, comprised of eight full time workers and one part time worker, manages to create about 15 per cent of the local programs used over the television system. The 180 receiving locations supply approximately 50,000 elementary and high school students with part of their instruction. The studio schedules almost fifty hours of programming per week. Some of the high schools are equipped with

video tape recorders and can record programs for us at a later date.

In addition to local origination the Boston Catholic Television Center acquires programs from other dioceses and Twenty-One Inch Classroom.

The types of programs broadcast to the schools vary and include supplementary lessons, direct teaching by television, enrichment programs, total teaching, in-service teacher education, film distribution, religious training (outside regular classes) and panel programs in which students participate. The talent for local programs comes from within the system itself. Most programs are recommended by curriculum committees and educational advisers. For the most part, the talent is not paid and works on a volunteer basis.

Program evaluation at the Boston center is accomplished through questionnaires. These questionnaires are completed by classroom teachers and returned to the television center by a building coordinator. Starting in January of the school year, the evaluation data returned directly to the center determine the broadcast schedule for the following year.

ITFS was implemented in Boston because the diocese believed that this medium was the most effective in its Church mission. In addition to the rou-

tine educational and academic programming for schools, the Boston Catholic Television Center "hopes to put the facility to use for hospitals, rest homes, nursing homes, for spiritual programming and as a communications system for the Archbishop to use for his priests and nuns."¹

The original engineering study for the Boston Catholic Television Center was conducted by Lake Systems. The center is represented by Dow, Lohnes, and Albertson, a Washington based law firm, before the Federal Communications Commission.

Mailing address is:

Boston Catholic TV Center
55a Chapel Street
Newton, Massachusetts 02160

¹ Rev. Msgr. Walter L. Flaherty, Director, Boston Catholic T.V. Center, Questionnaire, October, 1971, 9.

Diocese of Brooklyn

The Roman Catholic Diocese of Brooklyn was the first diocese in the United States to activate its own ITFS station. Applications for construction were filed with the Federal Communications Commission in July of 1964 and the system started telecasting on an experimental basis in the spring semester of 1965. The total cash expenditure on the part of the diocese to construct the television facilities was \$1,200,000. The \$280,000 operational budget is provided by contributing parishes and the diocesan office.

The television center of the Brooklyn Diocese operates one of the largest ITFS installations in the country. There are approximately 5700 television receivers located in 350 schools serving a student population of 200,000. The major portion of the audience is composed of grammar school children in grades one through eight. High schools utilizing the services of the Brooklyn diocese television studios are capable of video taping programs transmitted by the studio for later use within the school.

Television services permeate all areas of the diocesan educational effort. The types of programs provided include: supplementary lessons, direct teaching by television, enrichment programs, total teaching by television, in-service teacher education,

film distribution, orientation, administrative announcements, religious training outside regular class hours, panel interviews with student groups, talent shows, and others.

The diocese uses all four of its channels and schedules approximately 165 hours of programming per week. Of the telelessons broadcast 50 per cent of them are locally produced. Other sources of program acquisition are National Instructional Television, Great Plains National Television Library, other dioceses, and various film companies.

As for program evaluation, the Diocese of Brooklyn employs questionnaire and person to person contact. Evaluation is accomplished via the following:

- visitation of classes within the system
- distribution of questionnaires to schools
- feed back from a T.V. Coordinator located in each school
- checking the volume of teacher's guides ordered
- at regional meetings of T.V. Coordinators during which problems are raised and solutions proposed.

Twenty-five full time and one part time student worker make up the staff of the Brooklyn Diocese

television facility. In addition to television services the television center offers other media connected services to other schools.

Several of the reasons for the Diocese of Brooklyn turning to ITFS are as follows:

1. To make possible significant changes in the school system.
2. To provide a developing communications network for the Diocese.
3. To provide student instruction and in-service education for teachers.
4. To provide cost effective educational techniques.

The educational objectives are as listed.

1. Ultimate redesign of the schools and religious education as learning systems.
2. Development of a new system of information, storage, retrieval, and communications.
3. Development of a total diocesan learning network.
4. Education of students and teachers especially in terms of visual literacy.

The initial engineering survey for this system was conducted by RCA and Microlink. Legal repre-

sentation before the Federal Communications Commission is provided by Wilner, Scheiner and Greely of Washington D. C. The mailing address for the studio is:

Television Studio

Diocese of Brooklyn

c/o Bishop Ford High School

500 19th Street

Brooklyn, N. Y. 11215

Archdiocese of Detroit

The ITFS facilities in the Archdiocese of Detroit are rather unique in that the television center is owned and operated by both the archdiocese and the University of Detroit. The university provided a separate building for the television center and the diocese invested \$250,000 in capital monies for equipment and studio furnishings. The annual operating budget is \$150,000 with the diocese supplying approximately 43 per cent or \$65,000 of this each year.

At present the television center is staffed solely by university personnel because of budget reductions in the diocese. These personnel supply the approximately seventy hours of televised classroom instruction on two channels to 85,000 students in 185 different receiving locations. Because of the financial difficulties mentioned above, the Department of Education of the diocese has curtailed all local programming. The majority of the programs that are transmitted to the schools are acquired from Great Plains National Instructional Television and National Instructional Television.

None of the schools within the system is at this time equipped with video tape recorders that would enable it to store materials transmitted from the central office. No services other than television are

provided by the television center to the schools.

In previous years when the television center produced its own programs to meet local needs the bulk of the talent was drawn from within the system and worked on a purely volunteer basis. The Archdiocese of Detroit does not, at this time, (1972), use programs from any other diocese. No other diocesan television system is engaged in using programs produced at Detroit.

The types of programs provided to the schools include: supplementary, direct teaching by television, enrichment, in-service teacher education, religious training--outside regular classes, and panels and interviews in which students participate.

The primary reason for the Archdiocese of Detroit turning to television is stated as: "We believe that through the use of television, we could broaden and strengthen our teaching capability by the additional environment of the televised program in the areas of science, art, reading, etc."²

In order to evaluate the effect of and response to televised programs the Department of Education uses a detailed questionnaire that probes the use

2 Rev. Thomas McAndy, Director, Department of Education, Detroit Catholic Schools, Questionnaire, October, 1971, 9.

and evaluation of each program. These questionnaires are completed and returned by teachers from within the system.

The original engineering study for the ITFS system was conducted by Litton Industries. The diocese does not have a law firm on retainer before the Federal Communications Commission.

The mailing address is:

Television Center

Archdiocese of Detroit

3800 Puritan

Detroit, Michigan 48238

Archdiocese of Los Angeles

The senior west coast Roman Catholic ITFS system is owned and operated by the Archdiocese of Los Angeles Education and Welfare corporation. The television station at present is not equipped to produce its own programs. At this writing, however, plans to add a production capability to the existing installation are on the drawing board. Because of this absence in local origination facilities, the archdiocese depends upon outside agencies to provide programming for their local needs.

The television system is operating at its full broadcast potential of four channels. Some 40,000 students, both elementary and secondary, in seventy-nine different locations receive part of their instruction from the seventy-eight hours of scheduled programming each week. The major sources of program acquisition are National Instructional Television Library and Great Plains National Instructional Television Library. A small percentage of the locations receiving the diocesan telecasts are capable of recording programs "off-the-air" for use at a more convenient time schedule.

Presently the types of programs broadcast over the system include supplementary, enrichment, in-service teacher education, film distribution, orientation, off campus college courses for which

students receive credit, and religious training outside regular class hours.

The installation cost of this system was \$525,000. This amount was paid by the archdiocese itself. The annual operating costs of \$248,000 are shared between the local parishes and the diocesan office.

The Archdiocese of Los Angeles implemented its ITFS system to acquire a full time multi-channel broadcast system to serve the many departments of the diocese that need mass communications to assist them in their individual apostolates.

The educational objectives of this six-year-old system are presently undergoing change. The change will occur once the new production studio facilities are activated.

At the present time the facility provides supplemental and enrichment programming. When local production is achieved, this will be supplanted by core curriculum objectives. Eventually the greater percentage of programming will be in the areas of religious and adult education.³

Despite its limitations in the area of local production the archdiocese employs a rather elaborate system of program evaluation. The program evaluation

3 Rev. John Urban, Director of Broadcast Communications, Archdiocese of Los Angeles, Questionnaire, October, 1971, 9.

system is computer based and was designed by a professional system analyst working with television utilization personnel employed by the Instructional Television Center. Two part time utilization coordinators are employed at the center. Additional staff include one part time curriculum specialist and seven full time workers. These personnel are distributed between administration, production and engineering.

The original engineering survey for the system was Litton Industries. Such surveys are now performed by the Californian based firm of Namment and Edison. Legal representation before the Federal Communications Commission is provided by Wilner, Scheiner, and Greeley of Washington, D.C.

Mailing address is:

Instructional Television System
Archdiocese of Los Angeles
17720 Ventura Blvd.
Encino, California 91316

Archdiocese of Miami

Although Miami is one of the smallest of the ITFS stations owned and operated by a Roman Catholic Diocese, it was one of the first to apply to the Federal Communications Commission for a license. Application was made in December of 1964. The two channel system is termed a "play-back" facility in that there are no production facilities or staff available.

Initial capital expenditure by the Archdiocese for the implementation of the ITFS system was \$450,000. The present staff consisting of one full time administrator and five part time workers requires an operating budget of \$80,000. The operating budget is paid directly from the archdiocesan office.

Major sources of programming for the system are acquired from Great Plains National Instructional Television Library, National Instructional Television, Insight films and the Lutheran Church of America. These programs provide instruction in whole or part to some 31,000 elementary and high school students at 55 receiving locations. The total amount of on air time per week is sixty-five hours. Most of the high schools within the television system house their own video tape recorders and are capable of recording diocesan programs for replay at their own convenience.

The types of programming available to the schools via the ITFS system include supplementary, direct teaching, enrichment, in-service teacher education, film distribution and religious training outside regular class hours.

This archdiocese implemented an ITFS system because it considered a multi-channel television facility to be of great importance for instruction in the schools. It was thought that ITFS was the most practical economically.

The specific educational objectives of the system are:

1. To make high quality instructional materials available to the students.
2. To improve the quality of in-service education for teachers and,
3. To provide master teachers and master lessons in the specialized areas where many classroom teachers need and appreciate help.

Program evaluation is carried on via questionnaires and classroom visitation. The initial engineering survey for the system was conducted by RCA. The Archdiocese of Miami retains no legal representative before the Federal Communications Commission.

The mailing address is:

Instructional Television Center

Archdiocese of Miami

A. I. Du Pont Building

N.E. 2nd Avenue & First Street

Miami, Florida 33138

Archdiocese of Milwaukee

The Archdiocese of Milwaukee's Department of Instructional Television went on the air in September of 1968, only one year after it applied for permission to broadcast from the Federal Communications Commission. The entire capital expenditure on the part of the diocese for construction of the television facility was \$1,250,000; the annual operational budget is \$130,000 and this is shared both by the local parishes receiving television services and the diocesan office.

The television system provides instruction for some 40,000 students at 107 receiving locations. The studio transmits programs to schools over four channels and schedules approximately 196 hours of telecasts each week. The major portion of the receiving audience consists of elementary and junior high school students. Senior high schools are, for the most part, capable of video taping lessons transmitted from the Department of Instructional Television.

The diocese itself produces between 10 per cent and 25 per cent of its own telecasts. The remaining sources of program acquisition originate at national television libraries such as National Instructional Television, and Great Plains National Instructional Television Library. The types of

lessons transmitted to the schools vary greatly. They are: supplementary, direct teaching by television, enrichment programs, in-service education for teachers, programs on orientation, religious training outside regular classroom hours, panels and interviews in which students participate, and courses in adult education. The major source of talent for television productions on a local level is the teachers from within the system.

In terms of program evaluation the Department of Instructional Television depends upon both surveys and person to person communication. A written survey is taken in October of each year for statistical information. In addition, each Spring a survey is taken to evaluate the program content from both the student and teacher point of view. Person to person evaluation occurs at bi-monthly meetings of television coordinators from each school and through meetings with individual faculties throughout the school year. The results of these surveys and meetings are published at the close of the school year and are distributed to each school in the system.

The television system in the Archdiocese of Milwaukee is manned by a total staff of eighteen, nine full time workers and nine part time. The total number of television receivers located in the schools is

1075.

The reason given as to why the diocese implemented an ITFS was as follows:

We believe that television is the most powerful teaching tool the world has ever known and as such should be utilized by the Church in its teaching mission. The flexibility of the television medium with its ability to reach the far corners of the diocese offers a whole new dimension to Catholic education. The television system brings quality lessons and programs to children and adults.⁴

The educational objectives of the Department of Instructional Television are:

1. To bring the finest educational material to Catholics in the Archdiocese.
2. To provide religious education for children in our Catholic schools and through C.C.D. programs.
3. To enrich the Archdiocese through the sharing of resources.
4. To provide Archdiocesan agencies with a medium of communication, etc.

The original engineering study for the Milwaukee system was conducted by Video Systems of Chicago, Illinois. Legal representation before the

4 Very Rev. Msgr. Ralph R. Schmit, Director of ETV, Archdiocese of Milwaukee, Questionnaire, October, 1971, 9.

Federal Communications Commission is provided by
 Wilner, Scheiner and Greeley of Washington, D. C.
 The mailing address for the studio is:

Department of Instructional Television
 22666 West Beloit Road
 New Berlin, Wisconsin 53151

Archdiocese of New York

The Archdiocese of New York operates the largest diocesan ITFS system in the country. The signals transmitted from the Communications Center in Yonkers, New York, cover a radius of 4,000 square miles. The archdiocese first applied to the Federal Communications Commission for channel allocation in January of 1965. Soon after, in May of the same year, the system transmitted its first educational programs. The Instructional Television office is administered by the Associate Superintendent of Schools who reports directly to the Superintendent of Schools, Department of Education, Archdiocese of New York.

There is a total of 136,000 students in 270 schools receiving at least part of their instruction over the three diocesan channels. Together these channels provide approximately 150 hours per week of instructional programming.

The Instructional Television Center employs a full time staff of thirteen in addition to two part time workers. The two studios located at the center are responsible for about ten to twenty-five per cent of the programming transmitted to the schools. The remainder of the programs are rented from Great Plains National Instructional Television and National Instructional Television in addition to local sources

such as New York State and other diocesan television systems.

A number of the schools within the system have the capability of taping programs transmitted by the center for use at a later date. The initial capital investment on the part of the Archdiocese was \$3,000,000. The annual operating costs of \$300,000 are shared by individual users and the diocesan office.

Telelessons broadcast from this center cover a large area of television utilization and fall into many categories. For example, lessons may be supplementary to the classroom teacher and are used as enrichment or direct teaching. No television courses are used as total teaching situations. Other services provided include: television for in-service teacher education, testing, orientation, administrative announcements, and panel programs in which students participate.

The major sources of talent for local productions stem from within the system in the form of teachers and outside the system in terms of theologians that have expertise in a specific area on a national level. If talent is selected by an agency other than Instructional Television, the burden of remuneration falls upon that agency. By and large

talent selected by the television center serve on a volunteer basis.

Programs are evaluated on an annual basis. This evaluation is accomplished by questionnaires sent out annually to obtain teacher comments and suggestions. These comments and suggestions play an important role in determining the program for the next academic year. A similar type of evaluation is used in conjunction with preview programs.

The archdiocese entered the area of educational television because it recognized the importance of a central facility to the mission of the Church in education for the whole community. The educational objectives of the Instructional Television Center are:

1. To prepare programs with excellent content.
2. To enrich the curriculum at the individual schools.
3. To educate in areas heretofore unavailable to the school system.
4. To experiment within the total teaching concept.⁵

The entire ITFS system of the archdiocese

5 Rev. Msgr. John J. Healy, Director, Instructional Television, Archdiocese of New York, Questionnaire, October, 1971, 9.

was designed and installed by RCA. McKenna and Wilkinson of Washington, D. C. act as their legal representative before the Federal Communications Commission.

The mailing address is:

Instructional Television

Communications Center

Seminary Avenue

Yonkers, New York 10704

Diocese of Rockville Centre

Although the Diocese of Rockville Centre was one of the first to apply to the Federal Communications Commission for permission to operate an ITFS facility in July of 1964, it did not become operational until February of 1969. The television facility at Rockville Centre is one of the most elaborate of its kind within the United States. The initial capital outlay for construction was approximately \$2,000,000 and the annual operating expenses amount to \$300,000. The operational costs are shared between the parishes receiving the television signals and direct subsidy from the diocese itself.

This system has 85 receiving locations and an audience of 65,000 elementary and high school students. The studio transmits on all four of its channels during the entire school day. Because the bulk of the audience is elementary school children, these are serviced by three channels and the fourth is set aside for exclusive high school use. Because of problems encountered with scheduling high schools on a broadcast schedule, arrangements have been made so as to enable high schools to video tape studio transmissions.

The nature of the programs run the gamut in terms of televised instruction. They include supple-

mentary lessons, direct teaching, enrichment programs, in-service education for teachers, advanced placement courses for high school students, administrative announcements and religious training outside regular classroom hours.

Twenty-two per cent of the programs transmitted to the schools were produced at the diocesan studios. The television center maintains a full time staff of seventeen professionals and a part time staff of seven college students. Major sources of television talent or television teachers come from their fields of expertise as well as people teaching within the school system served itself.

Rockville Centre employs a rather elaborate system of program evaluation. Each school within the system has a teacher designated "building television coordinator". The building coordinator's position is to maintain a liaison with the television center. Teachers evaluate television lessons on a per program basis on a pre-printed evaluation form (see Appendix p. 185). These forms are returned to the building coordinator who in turn forwards them to the television center on a monthly basis. These forms are then computerized and the television center keeps a monthly record of these evaluations. The programming for the

following school year is determined by teacher evaluation.

In addition to television services, the television center also acts as a regional media resource center for the schools within the system. Maintenance of the television equipment within the schools is also carried out by the center.

The major reasons for the diocese's implementing ITFS are listed in order:

1. Teacher training in academic subjects.
2. To train personnel for religious education.
3. To assist the information programs of Catholic Charities.
4. To maintain a closed circuit network for communication among the religious.

The educational objectives of the television center in Rockville Centre are listed as follows:

1. To bring teachers and students materials heretofore unavailable to them in a normal classroom situation.
2. To bring the best talent possible to the greatest number of students.
3. To increase the effectiveness of instruction where personnel are lacking, i.e., physical education, music and art.

The original engineering study for the system was prepared by Jules Cohen Associates in Washington, D. C. The legal representatives for the diocese before the Federal Communications Commission is Wilner, Scheiner and Greeley also located in Washington, D.C.

The mailing address is:

Diocesan Television Center

1345 Admiral Lane

Uniondale, N. Y. 11553

Archdiocese of San Francisco

The Roman Catholic Archdiocese of San Francisco is one of the latest members to the organization of diocesan television systems. It started transmitting operation in February of 1969, seventeen months after application for construction to the Federal Communications Commission. The annual operating cost of \$226,000 is shared by local parishes and the diocesan office. The capital investment of \$500,000 for the television facilities was incurred by the diocese itself.

The Archdiocese of San Francisco's Educational Television Center schedules programs of four channels totaling approximately 130 hours per week. These programs are received at 64 schools with a total population of 20,000 students. As in the other dioceses, the bulk of the programs are directed at a school population primarily composed of children in grades one through eight. The high schools located within the system are capable of video taping programs broadcast by the Educational Television Center.

Up until September of 1971, ten per cent of the programming at San Francisco had been locally produced. Since that date the facility has halted all local productions. The major sources of programming for the system are now acquired from national libraries

such as Great Plains National Television Library and National Instructional Television. Other dioceses and film companies provide additional programming. The nature of the programs being carried by the system varies and includes the following: supplementary lessons, direct teaching, enrichment programs, in-service teacher education, film distribution, orientation, off-campus college courses and religious training outside regular classroom hours.

The Educational Television Center at San Francisco employs two types of evaluation in relation to their television programming. Subjective evaluation is carried on by means of a questionnaire distributed to classroom teachers and returned by a building T.V. Coordinator to the television studio. Objective evaluation is conducted by commercial companies and doctoral students who pretest and post test students in conjunction with a particular television series. This type of evaluation is conducted on a limited basis because of budget and staff limitations. The television center's staff consists of ten people, nine full time and one part time.

The reason for and the educational objectives of the Archdiocese of San Francisco turning to ITFS are stated as follows:

1. To use the educational medium of tele-

vision to further the teaching of the Church especially in Catholic schools and religious education programs to all members of the community.

2. To bring the experts in various fields to the largest audience possible.
3. To provide a very economical means of communication, i.e., ITFS.
4. To insure the flexibility of ITFS in relation to other media is greatly desirable as educators.
5. To expand the communication potential of other diocesan agencies such as Catholic Charities.
6. To bring educational innovation into our schools.

The original engineering survey for the system was conducted by Hammett and Edison in San Francisco. Legal representation before the Federal Communications Commission is provided by Wilner, Scheiner and Greeley of Washington, D. C.

The mailing address is:

Educational Television Center of the
Archdiocese of San Francisco
324 Middlefield Road
Menlo Park, California 94205

CHAPTER V

POTENTIAL AREAS OF INTERDIOCESAN COOPERATION

Although there are wide differences in terms of goals and operations at various commercial and educational television stations, there are certain areas that must, of necessity, exist in order for the television installation to function. The complex task of operating a television facility necessitates highly skilled personnel working toward the same end with a high degree of coordination. Many of the job descriptions at television stations are similar but at times the job title is different. The job titles and job descriptions listed below indicate some of the confusion in current terminology in administration.

Administration

The Television Coordinator

Whatever the organizational arrangement, the person chosen to assume leadership responsibility in television should begin his work as soon as possible after the decision has been made to use television for instructional purposes. The instructional TV consul-

tant may very well remain on the staff as the TV coordinator. His role would be to establish a close working relationship with principals and curriculum personnel, to be responsible for TV staff development and supervision, to work with outside consultants, and to participate in decision making during the planning and initial stages of engineering, construction, and staff and faculty preparation. His central responsibility is to encourage, plan, and conduct in-service education for classroom use of television.¹

Project director:

Ideally, the administrative head of ETV should be experienced both in television production and administration, in teaching, and possibly in educational administration as well. The combination is rare; it usually becomes necessary to look for some approximation to the desired set of competencies.²

When instructional television is offered through an entire school district, the project director has, roughly, the responsibility and authority of an Assistant Superintendent of Schools. He is involved

1. Bernarr Cooper, ITFS-What It Is...How to Plan, Washington, D.C.: Division of Educational Technology NEA, 1967, 24.

2. James W. Brown, and Kenneth Norberg, Administering Educational Media, New York: McGraw-Hill, 1965, 225.

in the selection of the staff for the installation and the development of the various television curricula and overall policy. He is in charge of administering the budget of the station, for testing its results and for its efficient operation. Ultimate responsibility for its success or failure rests upon his shoulders. Among other things, he represents the main link between the television installation and the administration of the institution itself.³

Station Manager:

From an administrative standpoint, the station manager should be able to direct a variety of operations involving a specialized staff and groups of varying sizes and skills. He should be capable of planning creative and imaginative programs in his work with both professional and non-professional personnel. He should be well-versed in matters pertaining to the administration of a sizable budget.

A most important attribute is the ability to select competent persons to supplement his own talents and to permit a logical division of responsibilities. Although the total qualifications cited are demanding because of the complex job involved, they are little

³ Lawrence F. Costello and George N. Gordon, Teach With Television, New York: Hastings House, 1961, 89,

different in most respects from those required of most top-rated administrators.⁴

For the purposes of this study, the term chief-administrator is used in place of Television Coordinator, Project Director and Station Manager. The primary concern of this project is the coordination of administration at the nine diocesan ITFS stations. In order to understand this coordination in greater depth, two secondary areas of concern, namely, production and engineering will have to be considered. This, because one of the primary roles played by the chief-administrator is the coordination of these two areas.

Again the literature in the field indicates similar job descriptions and varying job titles.

Production

The programming staff is responsible for production and procurement of instructional materials for televised presentation as determined by the curriculum supervisors, the TV coordinator, and the faculty.⁵

Production Manager. Converts program ideas and formats into broadcast performances; supervises

⁴ Philip L. Lewis, Ed.D., Educational Television Guidebook, New York: McGraw-Hill Book Company, Inc., 1961, 161.

⁵ Cooper, ITFS-What It Is...How to Plan, op. cit., 24.

production and devises methods of obtaining the best results. He is responsible for the over-all function and performance of the directing staff, floor director, designer, and studio and lighting supervisors.⁶

For the purpose of this study, the individual responsible for the coordination of all areas of program acquisition is designated "program director". The broad area in which the above individual works will be designated production. In all instances the program director is directly responsible to the chief-administrator.

Engineering

The third, and for the purpose of this study, the final broad area of concern is engineering. The individual responsible for the engineering aspect of the station is designated "chief-engineer".

Chief Engineer. Plans and designs facilities and equipment installations for current and future operations of the station; supervises maintenance of equipment and maintains contact with FCC representatives; supervises activities of technical personnel.⁷

An ITFS technical staff is concerned with

⁶ Lewis, Educational Television Guidebook, op. cit., 161.

⁷ Ibid., 162.

three basic areas: the studio, the transmitter, and the receiving schools.

The studio engineer is responsible for the operation and maintenance of all studio TV equipment. He works closely with the production personnel in the actual televising of lessons, whether live, tape, or film. He is in charge of the technical supervision and training of the cameramen, audio operators, and other members of the operating crew.

In some larger systems, the members of this operating crew may be paid staff specialists. In most systems, high school or college students or para-professionals can be trained for these duties.

The transmitter operator should be a skilled technician, whose chief responsibilities are confined to the operation, maintenance, and periodic adjustment of the transmitters. Many systems combine this job with that of the studio engineer. FCC rules state that the transmitter operator may have other duties, so long as they do not interfere with his chief responsibility--the proper operation of the transmitter.⁸

Engineer: Specific qualifications for an ETV engineer depend to some extent upon the size and character of the operation. If only one man is to be

⁸ Cooper, op. cit., 25.

hired, it is important to find someone who is capable of installation and design as well as operations and maintenance, and to pay the salary necessary to hire and hold a man with those qualifications.⁹

The Need for Cooperation

It is within these three major areas (administration, production and engineering) that the investigator attempted to identify specific areas of potential coordination for the ITFS stations owned and operated by the Roman Catholic Church in the United States.

In a questionnaire¹⁰ distributed to the chief administrators of the Roman Catholic ITFS stations, they unanimously agreed that more cooperation between diocesan owned television systems was not only desirable but necessary. When questioned as to what specific areas they would like to cooperate in they replied as follows:

- 100% - would like to share and jointly produce programs with the peculiar needs to their systems.
- 78% - felt that joint purchase of equipment and joint rental of materials from other systems so as to reduce cost was desirable.
- 33% - felt that sharing technical evaluation would be beneficial.

⁹ Brown, Administering Educational Media, op. cit., 225.

¹⁰ Questionnaire - Survey #22.

11% - felt that sharing organization methods, engineering information, scheduling problems and program evaluations would be beneficial.¹¹

The concern for program production and shared use of such programs is not unique to the Roman Catholic dioceses. Many public television stations and program producers recognize the same need. John A. Montgomery, in an article on cooperative production, indicates the following favorable factors of a cooperative effort.

1. More adequate funding is available without any one agency paying exorbitantly.
2. This allows for a respectably high quality production effort.
3. Curriculum validity can be enhanced through involvement of more widely recognized specialists plus the diversity of more locally-oriented viewpoints.
4. Use rights with reasonable longevity are possible, allowing for redirection of the local production efforts.
5. A broader-based evaluation effort is possible.¹²

In an attempt to identify potential areas of coordination across the main aforementioned categories of administration, production and engineering, the investigator by questionnaire requested each of the chief administrators of the diocesan systems to

¹¹ Ibid., #29.

¹² John A. Montgomery, "Cooperative Production--Promising If....," Educational/Instructional Broadcasting, Vol. 3, No. 12, December, 1970, 29.

list in as much detail as possible the job responsibilities of the chief administrator, the head of programming and the chief engineer.¹³

Once these listings were returned to the investigator, a master list of all job functions listed was compiled. A sample of this master checklist and directions for completing it may be found in the Appendix on p.

Any item receiving six or more designations in a particular area was deemed to be a potential area of coordination. The following pages illustrate a summary of the responses received.

Areas Identified as Lending Themselves to Coordination

Based upon the responses received the following areas meet the criteria of lending themselves to coordination.

In the area of administration:

Fund raising, hiring of personnel, planning the budget, approving purchases, acting as liaison with schools, establishing priorities for the television center, selecting programs for broadcasting, determines policy for the center, oversees the areas

¹³ Questionnaire, Survey #30.

of research and development, determines priorities for programming, acts as liaison with community, oversees publicity in terms of the television center, coordinates and evaluates center personnel, works with utilization coordination, reports to the Superintendent of Schools, works with other centers, responsibility for accounting and billing and oversees teacher workshops in terms of television.

In the area of production:

Involvement in the actual production of programs, responsible for graphic and set construction, works with television teachers, determines production techniques, and schedules studio time.

In the area of engineering:

Maintenance of studio machinery, maintenance of school equipment, and responsible for building and plant maintenance.

Summary of Response

WELL

[illegible]

continued

	Totals									
	A	E	P	A	E	P	A	E	P	A
Maintenance of Studio Machinery	E	E	E	E	E	E	E	E	E	E
Maintenance of School Equipment	E	E	E	E	E	E	E	E	E	E
Recommend Video Tape Purchase	E	E	P	E	A	P	E	P	E	P
Building and Plant Maintenance	E	E	A	E	A	E	E	E	E	E
Works with Television Teachers in Production	P	P	P	P	-	A	P	P	P	P
Determines Techniques for Production	P	P	P	P	-	P	P	P	P	P
Publicity for Center	E	A	A	A	A	P	A	A	A	A
Coordinates All Activities Within the Center	A	A	A	A	A	P	A	A	A	A
Liaison with Community	A	A	A	A	A	P	A	A	A	A
Responsibility for Fund Raising and Govt. Grants	A	A	A	A	A	A	A	A	A	A
Liaison with Other Diocesan Agencies	A	A	A	A	A	A	A	A	A	A
Evaluation of Personnel	A	A	A	A	A	A	A	A	A	A
Assists Utilization Coordinator	E	A	P	A	A	A	P	A	A	A
Reports to Super. of Schools - Ref. TV	P	A	A	A	A	A	A	A	A	A
Liaison with Other TV Systems	P	A	A	A	A	A	A	A	A	A
Accounting and Billing	A	A	P	A	A	A	A	A	A	A
Conducts Workshops for Teachers	P	A	P	A	A	A	A	A	A	A
Responsible for Program Log	P	E	E	E	E	P	P	P	P	P
Conducts Studio Time	P	A	P	A	A	P	P	P	P	P
Under Sources of Programs	P	A	P	A	A	A	P	P	P	P
Works with Curriculum Consultants	P	P	P	P	A	A	P	A	A	A
Responsible for Video Tape Traffic	P	A	P	E	A	E	P	P	A	A

Generalized Job Description Based Upon
Common Job Responsibilities at the
Diocesan Television Centers

The Chief Administrator

The chief administrator is responsible for the overall operation of the television facility. The administrator should be knowledgeable in both television production and administration and have experience in teaching and educational administration. The administrator should have the responsibility and authority of an Assistant Superintendent of Schools. In addition, the administrator is responsible for the studio liaison with schools, other television stations and the community. He is responsible for all personnel administration, funding, budget and research and development so as to make decisions in terms of priorities for the television center in all its aspects of operation.

The Program Director

The program director is directly responsible to the chief administrator for all phases of program planning and program execution. He has the responsibility of working with television teachers and scheduling studio time for production. In order to accomplish the above he must coordinate all areas of pro-

duction such as scripting, graphic materials and set design. He ultimately determines the techniques to be used in producing the final television product.

The Chief Engineer

The chief engineer is directly responsible to the chief administrator. His prime areas of responsibility include the maintenance of studio transmitters and equipment. He is responsible for television equipment at the schools and oversees its maintenance. In addition, he is accountable for building and plant maintenance.

CHAPTER VI

THE PROPOSED AGENCY IN A NATIONAL SCHEME

This chapter provides a general background and perspective to the organization and management practices of the United States Catholic Conference (USCC) and Instructional Television Associates (ITA). It sketches the origin and development of two national Roman Catholic agencies that are actively involved in education and television. Following is a history of those organizations.

The National Conference of Catholic Bishops

The National Catholic War Council (NCWC)

When the United States entered World War I in 1917, Cardinal Gibbons pledged the cooperation of the Church in meeting the needs of the men pressed into service. The pledge was followed by the organization of the National Catholic War Council which enabled the Church to put thousands of people and millions of dollars into caring for the religious and recreational welfare of the men of the Armed Forces.

Paradoxically, the success of the War Council served to convince the American bishops that a

united effort could accomplish far more for the cause of peace. While it had not been planned as such, the National Catholic War Council had become a proving ground for the National Catholic Welfare Council.

The National Catholic Welfare Council (NCWC)

Pope Benedict XV provided the needed stimulus to the bishops' conviction. In a letter addressed to the American hierarchy in 1919, on the occasion of the fiftieth anniversary of Cardinal Gibbons, the Pope recommended that the bishops join him in working for the cause of peace and social justice. The American bishops responded by resolving to meet annually and to establish continuing committees to foster Christian principles, particularly in the fields of education and social action.

They took their first step at a meeting on September 24, 1919. The assembled bishops passed the following resolutions:

1. That an organization be formed on the hierarchy to be known as the National Catholic Welfare Council and its duties and powers to be indicated by those present.¹

1 Collegiality and Service, NCCB, USCC, Washington, D. C., 1971, 2.

2. That an Administrative Committee composed of seven members of the Hierarchy be elected by the National Catholic Welfare Council to transact all business between meetings and to carry out the wishes of the National Catholic Welfare Council as expressed in the annual sessions.²

The plan proposed by the bishops called for the entire hierarchy to comprise the National Catholic Welfare Council. The purpose of the organization was to be the defense and welfare of the Church in the United States.

The establishment of the NCWC, whose statutes as an episcopal conference were approved by the Holy See in 1922, represented an innovation in the traditional organizational structure of the Church. Traditional structure had provided for groupings of dioceses into regional groups known as provinces, approval of organizations of bishops along national lines marked a new development within the organizational structure of the Roman Catholic Church. The NCWC, however, possessed no judicial authority in Church governance. It was strictly a voluntary organ-

² Ibid., 2.

ization comprised of all bishops of the United States freely associating in charitable, educational, social, and civic endeavors.³

The NCWC had an impressive record of accomplishment over its forty-four year history. "From the small staff and modest budget of \$145,000 with which it began in 1922, it increased to a staff of over 350 and total expenditures of over \$7.5 million in 1966."⁴

The United States Catholic Conference (USCC)

The Second Vatican Council, meeting from 1962 to 1965 encouraged the establishment of national episcopal conferences throughout the Church on a worldwide basis. The Decree defined an episcopal conference as:

A kind of council in which the bishops of a given nation or territory jointly exercise their pastoral office by way of promoting that greater good which the Church offers mankind, especially through forms and programs of the apostolate which are fittingly adapted to the circumstances of the age.⁵

3 Booz, Allen and Hamilton Inc., Management Consultants, Study of Organization and Management, Vol. I, "Overall Organization and Management," USCC, Washington, D. C., June 1968, 2.

4 Ibid., 2.

5 "Conciliar Decree on the Bishops' Pastoral Office in the Church," Documents of Vatican II, New York: America Press, 1966, translation editor, Very Rev. Msgr. Joseph Gallagher, 425.

Following promulgation of Vatican II's Decree in relation to the Bishops' Pastoral Office, the bishops of the United States undertook a review of the structure of NCWC. In November of 1966 the name of the conference was changed in order to reflect more accurately the intent of Vatican II.

The National Conference of Catholic Bishops (NCCB) was the name selected to identify the episcopal conference of the hierarchy of the United States. The NCCB was not incorporated as a civil entity. The civil entity representing the bishops had been the NCWC, Inc. This name was changed to the United States Catholic Conference (USCC). Its articles of incorporation describe its purpose to be:

To unify, coordinate, encourage, promote and carry on all Catholic activities in the United States; to organize and conduct religious, charitable and social welfare work at home and abroad; to aid in education; to care for immigrants, and generally to enter into and promote education, publication and direction to the objects of its being.⁶

The membership of NCCB and USCC is identical. The USCC, however, as a civil entity does not have authority of an ecclesiastical character. This power is reserved to the NCCB. Funding for the USCC depends upon the collective contributions from the bishops,

6 Collegiality and Service, op. cit., 19.

religious communities, Catholic organizations and individuals.

The Organization of USCC

In order for any organization to function effectively it must have a purpose and defined objectives. Realizing this, the NCCB contracted the Management Consultant firm of Booz, Allen and Hamilton of Washington, D.C., to conduct a professional study of the philosophy, objectives, and goals of the USCC. The role, purpose, and basic objectives of the organization are as follows.

The role and purpose of the United States Catholic Conference (USCC) is to assist the bishops in their service to the Church in the United States by uniting the people of God where voluntary collective action on a broad interdiocesan level is needed. The USCC provides an organizational structure and resources needed to ensure well-designed and effective coordination, cooperation, and assistance in the public, educational, and social concerns of the Church at the national, regional, state, interdiocesan, and, as appropriate, diocesan levels.

Basic Objectives:

Under the canonical authority of the NCCB, the USCC can fulfill its stated role and purpose by

pursuit of the following basic objectives.

1. Provide appropriate staff resources, supporting services, and facilities at the national level to ensure well-designed and effective coordination, cooperation, and assistance in support of the Church.
2. Provide technical assistance in program planning, implementation, and evaluation to regional, state, diocesan, and local Catholic organizations.
3. Assure effective representation of Church interests to governmental bodies and to other religious and secular organizations.
4. Sponsor, carry out, and stimulate research which will enable the Church to exercise leadership in matters of public policy and social concern.
5. Provide a clearinghouse of information concerning the activities of government as they affect the interests of the Church locally and nationally.
6. Disseminate information to Catholics and the general public concerning the national and international activities of

the Church and matters of interest to it.

7. Foster communications, cooperation, and coordination in program planning and execution among dioceses and associations of Catholics that have related program objectives in public, educational and social fields.
8. Provide and encourage the development of structures for consultation and action in public, educational, and social affairs among bishops, priests, religious and laity.
9. Foster concern and action to meet the spiritual, social and economic needs of migrating and developing peoples at home and overseas.
10. Foster coordination and exchange of information among overseas Catholic missionary and relief activities and assist in meeting the spiritual, social, and economic needs of international visitors and permanent migrants to the United States.
11. Cooperate with other religious and secular organizations in common purposes in

public, educational, and social fields.⁷

In order to carry out the objectives of the organization, the United States Catholic Conference established five major divisions. Each department head is responsible to the General Secretary who in turn reports to the Episcopal Board. The purpose and objectives of each department are listed in some detail below.

Department of Education

In order to ensure collaboration, planning and a unified approach to defining and preserving the role of Catholic education in today's society, including religious education at all levels, the Department of Education will:

1. Serve as a clearinghouse for information on developments in government which affect Catholic-sponsored education.
2. Provide assistance to diocesan superintendents of schools, school boards, and administrators of Church schools in planning, financing, administering, and evaluating school systems in the community, metropolitan, regional, and national environment.

7 Booz, Allen, op. cit., Exhibit #1.

3. Provide leadership in the cooperative planning of short-and long-range policies, and programs in areas where government policy affects Catholic education.
4. Foster national, state, and diocesan coordination and integration of programs within the Church concerned with Christian formation, such as religious education of students in and outside of Catholic sponsored schools, youth activities, and adult education.⁸

Communications

In order to facilitate communications among Catholic organizations, using media and technology for dissemination of Church activities to Catholics and non-Catholics, the Department of Communications will:

1. Disseminate and interpret to the mass media information about the work of the NCCB and the USCC, and their respective objectives, programs, and activities through preparation and production of programs and news and feature materials.
2. Counsel and assist the non-Catholic press, radio, and television services

⁸ Ibid., 97.

in the preparation of news releases, programs, and documentation covering Church life, affairs, and history.

3. Provide news coverage and public relations services for specific activities of importance, such as meetings of bishops and papal visits.
4. Investigate the applicability of new communications technology and equipment to the needs of the Church in administration, education, and public information.
5. Support Catholic news services by providing general news coverage of international Church affairs and transmitting Vatican news releases.
6. Provide assistance to encourage coordination of the work of parish, diocesan, state, and regional personnel in public communications.
7. Translate, publish, and make available significant materials having a limited market, such as Vatican documents.
8. Maintain liaison with, and provide assistance to voluntary national organiza-

tions of Catholics in the communications industry.⁹

Health Affairs

To further the apostolate of ministering to the health needs of individuals, the Department of Health Affairs will:

1. Promote cooperation and planning among Catholic health care institutions and organizations to provide more effective health care and efficient use of resources.
2. Work closely with government and national organizations concerned with health care in developing and implementing national programs for the support and financing of health care at the regional, state and local levels.
3. Provide counsel and assistance to diocesan groups engaged in planning and delivering health care services.
4. Serve as a clearinghouse for the exchange of information on national, regional, state, and local developments in the health care field.¹⁰

⁹ Booz, Allen, 43.

¹⁰ Ibid., 50.

International Affairs

In order to (a) express concern for the social and economic development of peoples overseas (b) expand the outreach of the Church overseas in missionary and relief endeavors, and (c) minister to the needs of foreign visitors, travelers, and migrants, the Department of International Affairs will:

1. Utilize communications to promote awareness of, concern for, and action toward world justice and peace.
2. Encourage formation of, and participation in conferences and organizations concerned with international development and with the care of refugees, orphans, and migrants.
3. Sponsor services which provide for the social and spiritual well-being of international visitors, travelers, and immigrants to the United States.
4. Establish and sponsor mechanisms for exchange of information among, and coordination of the activities of Catholic missionary-sending societies and overseas relief agencies.
5. Assist the American hierarchy in developing and supporting international

Catholic conferences for discussion and common action in areas of need which transcend national boundaries.¹¹

Social Development

In order to further the mission of the Church in its concern for the spiritual, economic, and social needs of the poor and needy at home, the Department of Social Development will:

1. Utilize communications to promote awareness of, concern for, and action toward domestic, economic and social justice.
2. Encourage formation of, and participation in conferences and organizations concerned with domestic problems.
 - Poverty
 - Race Relations
 - Labor-management relations
 - Rural life and migrant labor
 - Spanish-speaking peoples
3. Promote coordination of Catholic-sponsored social services at the national, regional, state, and diocesan level to meet the spiritual, social, and economic needs of individuals.
4. Provide information and program assistance to diocesan, religious, and commu-

¹¹ Booz, Allen, 55.

nity personnel working in the fields of social development.

5. Foster coordinated approaches among Catholic organizations and agencies in representations to government in social welfare matters.¹²

In order to carry out these relatively broad objectives each of the departments within the USCC contains several divisions. They are as follows:

Department of Education

- Division for Adult Education
- Division of Elementary and Secondary Education
- Division of Higher Education
- Division of Religious Education
- Division of Youth Activities

Department of Communications

- National Catholic News Service
- National Catholic Office for Information
- National Catholic Motion Pictures
- National Catholic Radio and Television

Department of Health Affairs

- Division of Chaplain Services
- Government Relations and Programs

Department of International Affairs

- Division for Latin America
- Division of Migration and Refugee Services
- Division for United Nations Affairs
- Division of World Justice and Peace

¹² Booz, Allen, 59.

Department of Social Development

- Division for Family Life
- Division for Rural Life
- Division for the Spanish-speaking
- Division for Urban Life

Because the primary concern of this study is education and television, the only departments that require greater, detailed analysis will be the Department of Education and the Department of Communications of the United States Catholic Conference (USCC)

Department of Education (USCC)

The basic goal of the Department of Education is to assist the Bishops of the United States to discharge their pastoral responsibilities for Christian education. In coordinating the five education offices of the USCC, the Department of Education provides leadership and service to dioceses in developing a well-rounded educational program for all the people of God.¹³

The five divisions within the Department of Education (USCC) are coordinated by the Office of the Director, Department of Education. Thus, the primary concern of the Education Department is the education of all Roman Catholics in the United States. The objectives of this department are not only aimed at elementary and secondary schools but at all age groups from

¹³ Collegiality and Service, op. cit., 24.

pre-schoolers through adults. The emphasis, of course, is specifically religious education.

The essential mission of the Office of the Director states that the basic objectives to be achieved are as follows:

1. To provide staff assistance to the departmental committee and actively participate in meetings and the work of the committee.
2. To coordinate all of the divisions of the Department of Education. Each of these divisions in turn (except for the Division of Research and Development in Religious Education which is a staff office) provides leadership, service and coordination to diocesan counterparts.
3. To provide leadership and service to dioceses in coordinating their educational programs including Catholic schools, parent and family education, religious education of students attending public grade and high schools, youth activities, the campus ministry and

adult education.¹⁴

The program objectives of the Director of Education specifically in terms of the department's relation to individual dioceses are as follows:

Leadership and service to dioceses in coordinating their educational programs.

1. Plan regular meetings with diocesan directors (superintendents, secretaries) of education - those who have the responsibility of coordinating all educational programs in a diocese.
2. Provide a means of exchanging ideas and experience among the diocesan directors of education and diocesan boards of education.
3. Conduct research, write articles and accept speaking engagements on the total teaching mission of the Church and related topics.
4. Explore diocesan need for national coordination of educational media utilization, especially television. (Report finished in June, 1971.)¹⁵

14 "Department of Education Mission, Objectives and Programs," (Abridged 1971 Proposals), Committee on Research, Plans and Programs, Reference Material: June 17, 1971 Meeting, 1.

15 Ibid., 2-3.

Department of Communications (USCC)

In its statement of program objectives the United States Catholic Conference states the overall objective of the Department of Communications as an agency "to facilitate communications among Catholic organizations and activities and to employ communications media and technology effectively for dissemination of Church activities to Catholics and non-Catholics."¹⁶

This point is reiterated in the USCC pamphlet Collegiality and Service. Communications has a unique role among the five USCC departments because its work is interconnected with that of all the other departments and divisions. The Communications Department has the mandate to enable the NCCB and the USCC to utilize the communications media as effectively as possible in reflecting their varied activities to the modern world.

The Communications Department is striving increasingly to formulate a program which supports the work of each USCC department in its individual activities, as well as to be a service agency and a key contact point for the other departments and their divisions.

16 Booz, Allen, op. cit., Exhibit #2, 1.

The Department also makes available, through the annual National Institute for Religious Communications at Loyola University in New Orleans, intensive training in all forms of the media to men and women who have been designated by their bishops or religious superiors to hold communications positions throughout the country. It hopes in this way to provide the Church with urgently needed communications specialists who will expand communications networks at regional, diocesan, and local levels.¹⁷

The role of the Department of Communications is more concerned with information dissemination to the public and cuts across the five departments of the USCC. The department itself is more concerned with education in a general sense whereas the Department of Education is oriented toward traditional education especially religious education and Catholic school education. The term "media" as mentioned in the departmental objectives lends itself to mass media. This point is emphasized in the very structure of the divisions within the department itself. Two divisions are primarily concerned with the press (National Catholic News Service and National Catholic Office for Information) one with motion pictures (National Catho-

17 Collegiality and Service, op. cit., 21.

lic Office for Motion Pictures) and one with radio and television (National Catholic Office for Radio and Television).

Instructional Television Associates (ITA)

On August 23, 1966, in Dade County, Florida, the chief-administrators of the then existing ITFS stations owned and operated by the Roman Catholic Dioceses within the United States held a meeting. The purpose of the gathering was to form a Membership Corporation to be designated Instructional Television Associates, Inc. The dioceses represented were: Diocese of Brooklyn, Archdiocese of New York, Archdiocese of Miami, and the Diocese of Detroit.

As stated in the Certificate of Incorporation, the purposes for which the corporation was formed are listed as follows:

1. To encourage the establishment and development of the use of Educational Television and the Instructional Television Fixed Service in Catholic school systems, as well as in public and other private schools.
2. To coordinate the activities of Catholic Schools throughout the United States relating to the use of the Instructional Television Fixed Service.

3. To advise and counsel interested educational institutions in the planning of and preparation for usage of the Instructional Television Fixed Service, and to collate and disseminate information, programs, visual aids and any other material useful to educational institutions which are engaged in the use of the Instructional Television Fixed Service, or which plan to engage in its use.
4. To establish and develop centralized television film and videotape libraries which will furnish to members programming material of a high caliber.
5. To establish and develop production centers which will produce instructional programming peculiarly attuned to the needs of Catholic primary and secondary schools, as well as to make similar programming available for other public and private school systems.
6. To engage in any and all lawful activities incidental to the foregoing purposes, except as restricted herein.¹⁸

¹⁸ Instructional Television Associates, Incorporation notice (Typewritten), August 1966.

The first meeting of the Instructional Television Associates did not, however, take place until April 9, 1969 in Detroit, Michigan. It was at this meeting that the Archdiocese of Milwaukee accepted membership on the Board of Directors.

The second meeting of ITA took place in New York City on October 2, 1969. It was at this time that two more members of the Board of Directors accepted their positions. The new members represented the Archdiocese of Boston and the Archdiocese of Los Angeles. This brought the representation of seven dioceses who were operating their own ITFS systems.

At the fourth meeting of ITA, held in Miami, Florida, on January 7th and 8th, the member dioceses started getting down to business in terms of working out a cooperative effort in program acquisition.

It was at the fifth meeting of the young corporation that it was brought up to its present strength of nine members. The resolution to accept the Diocese of Rockville Centre and the Archdiocese of San Francisco to membership on the Board of Directors passed unanimously. Both administrators accepted membership. No new members have been added to the Board of Directors since that time.

The ITA meets four times each year and has made significant progress in a cooperative effort

toward program acquisition. It has become apparent to the Board of Directors that the task of coordinating all of the aspects of their individual systems is for the most part unmanageable with the present structure. At present ITA does not maintain the personnel to bring the project to its initial objectives as stated in the Certificate of Incorporation. The problem faced by ITA is mostly financial because most of its members see the benefits of coordinated effort.¹⁹

In their January 1971 meeting at Miami, the chief administrators present at the session unanimously agreed that a project to coordinate their activities was worthwhile and would be cost effective.

Coincidentally, Instructional Television Associates was formed at the same time the United States Catholic Conference was formed. The specific difference is that ITA has as one of its major concerns the coordination of Diocesan television systems. Its Board of Directors reflects this intent, in that, all of them are the chief-administrators of the diocesan systems.

The central theme and creative aspect of this study presented in the following pages will

¹⁹ Questionnaire, "Need for the Study," January 8, 1971, ITA Meeting, Miami, Florida.

enable the original documents of USCC and ITA to come to fruition in relation to their basic objectives.

Because the rationale for this study is to foster greater cooperation between existing Diocesan ITFS systems, the yardstick for such cooperation is primarily the goals and objectives of Instructional Television Associates. In attempting to locate an existing national Catholic organization that has similar goals and objectives, the investigator compared the purposes of ITA as stated in its Certificate of Incorporation with the purposes of the national agencies as stated in their organizational documents.

It is anticipated that the controlling force in the selection of a national office must be the Board of Directors of ITA because at present they are the professional educational broadcasters currently operating their own stations.

The Proposed Agency

For the purposes of this study as expressed in the preceding chapters, the investigator found that the most natural link to increase interdiocesan cooperation in regard to ITFS is that of Instructional Television Associates and the Department of Education, United States Catholic Conference.

The following is offered in support of this conclusion.

The primary purposes of ITA as stated in its Certificate of Incorporation is:

1. To encourage the establishment and development of the use of Educational Television and the Instructional Television Fixed Service in Catholic school systems, as well as in public and other private schools.²⁰
2. To coordinate the activities of Catholic schools throughout the United States relating to the use of ITFS.²¹

In the June 17, 1971 meeting of the Department of Education, United States Catholic Conference several of the program objectives of the Director of Education were listed as follows:

1. Provide leadership and service to dioceses in coordinating their educational programs.²²
2. Provide a means of exchanging ideas and experience among the diocesan directors of education and diocesan boards of education.²³
3. Explore diocesan need for national coordi-

20 Instructional Television Associates, Incorporation notice (Typewritten), August, 1966.

21 Ibid.

22 "Department of Education Mission, Objectives and Programs," June 17, 1971 Meeting, 1.

23 Ibid.

nation of educational media utilization,
especially television.²⁴

In addition, the parent organization of the Department of Education, the United States Catholic Conference lists the following as one of its basic objectives:

Foster communications, cooperation and coordination in program planning and execution among dioceses and associations of Catholics that have related program objectives in public, educational and social fields.²⁵

24 Ibid.

25 Booz, Allen, op. cit., Exhibit #1.

CHAPTER VII

THE ADAPTATION AND IMPLEMENTATION OF THE PROPOSED AGENCY

The subject matter of this chapter centers on the problem of how to prepare an administrative design that will guide, rather than dictate, policy in regard to instructional television at the diocesan level from a national level. It is anticipated that the design will provide for better communication between diocesan ITFL systems, exchange of local programs and a loose confederation. The proposed design will seek, in effect, to forge a link between the Department of Education, United States Catholic Conference and Instructional Television Associates without changing the basic function of either agency.

In view of the fact that the task of this chapter is to unite two existing social systems, the investigator has drawn from the works of Charles P. Loomis, F. Kenneth Berrien, Frank W. Lutz and Lawrence Iannacone.

General systems theory provides an organized means for studying phenomena found in many kinds of systems. As a doctrine of wholeness,

it makes use of the concept of a system in the search for common properties among diverse kinds of complex systems.¹

Berrien holds that "A system is a set of components, interacting with each other, and a boundary which selects both the kind and rate of flow of inputs to and from the system."² Loomis expresses the same concept in a more succinct manner, "The social system is composed of the patterned interaction of members."³

Based upon these definitions it is safe to assume that the Instructional Television Associates is a social system. In fact each member of ITA represents a sub-system. As indicated in the previous chapters there is interaction between ITA members. Because these interactions for the most part "have a common goal they are defined as bonds."⁴ In order to preserve the integrity of the sub-systems within ITA and at the same time attempt to strengthen the common bonds as

1 Harry J. Hartley, Educational Planning-Programming-Budgeting, A Systems Approach, Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1968, 26.

2 F. Kenneth Berrien, General and Social Systems, New Brunswick, New Jersey: Rutgers University Press, 1968, 32.

3 Charles P. Loomis, Social Systems: Essays on Their Persistence and Change, Princeton, New Jersey: D. Van Nostrand Company Inc., 1960, 4.

4 Ibid., 3.

defined by Loomis, the investigator was concerned only with those areas of interaction that create bonds.

"Regardless of their varied nature, all interaction reveals certain uniformities."⁵

As indicated in Chapter VI the goals and objectives of both ITA and the Department of Education, United States Catholic Conference, are quite similar. In effect, a situation exists where there is a bond but little, if any, interaction.

Those social relations between or among actors who are intimate, affective and/or have a common goal are defined as bonds.⁶

The master social process of systemic linkage lends itself to the problem at hand.

Systemic Linkage may be defined as the process whereby one or more of the elements of at least two social systems is articulated in such a manner that the two systems in some ways and on some occasions may be viewed as a single unit.⁷

Loomis further adds, "Whole organizations sometimes have the sole function of systemic linkage."⁸

5 Ibid.

6 Loomis, op. cit., 3.

7 Ibid., 32.

8 Ibid., 33.

Berrien helps to clarify the possible role of an organization whose entire function is that of a systemic link. He (Berrien), however, prefers to use the term "coupling of systems".

...the variability of system outputs may be controlled by coupling the useful outputs of one⁹ system to the needed inputs of another.

In considering the structure of a new organization, especially when it will exist within a larger structure, one cannot overlook the process of institutionalization.

Institutionalization is the process through which organizations are given structure and social action and interaction are made predictable.¹⁰

William Henry Heath combined the concepts of systemic linkage and institutionalization in his study "An Analysis of Influence in the Establishment of a Regional Education Center" and coined the term:

Institutional Systemic Link - an intermediate social system formed by the alliance of two or more systems. It acts as a liaison agent between systems, but does not assume an identity or position that is exclusively reflec-

9 Berrien, op. cit., 59.

10 Loomis, op. cit., 36.

tive of any one component system or type of system.¹¹

For the purposes of this study the proposed administrative design will function as an institutional systemic link between the Department of Education, United States Catholic Conference, and Instructional Television Associates. The proposed design must lend itself to interaction and at times interdependence when functioning as a systemic link. The idea of reciprocation within such a system is strongly stated by Berrien in the following:

...given the essential probabilistic nature of a system's processing, the outputs will be limited not alone by the nature of its components but also by the extent to which its outputs serve to provide another system with those constituents necessary for the latter's maintenance, provided there is reciprocation of maintenance inputs. Without reciprocation, first one and then the other system must disintegrate. Thus coupling of systems is one way by which structural organization may occur.¹²

Keeping in mind the aforementioned definition of Institutional Systemic Link (ISL) and Berrien's statement of reciprocity, the agency proposed in this design must reflect both of the above qualities in

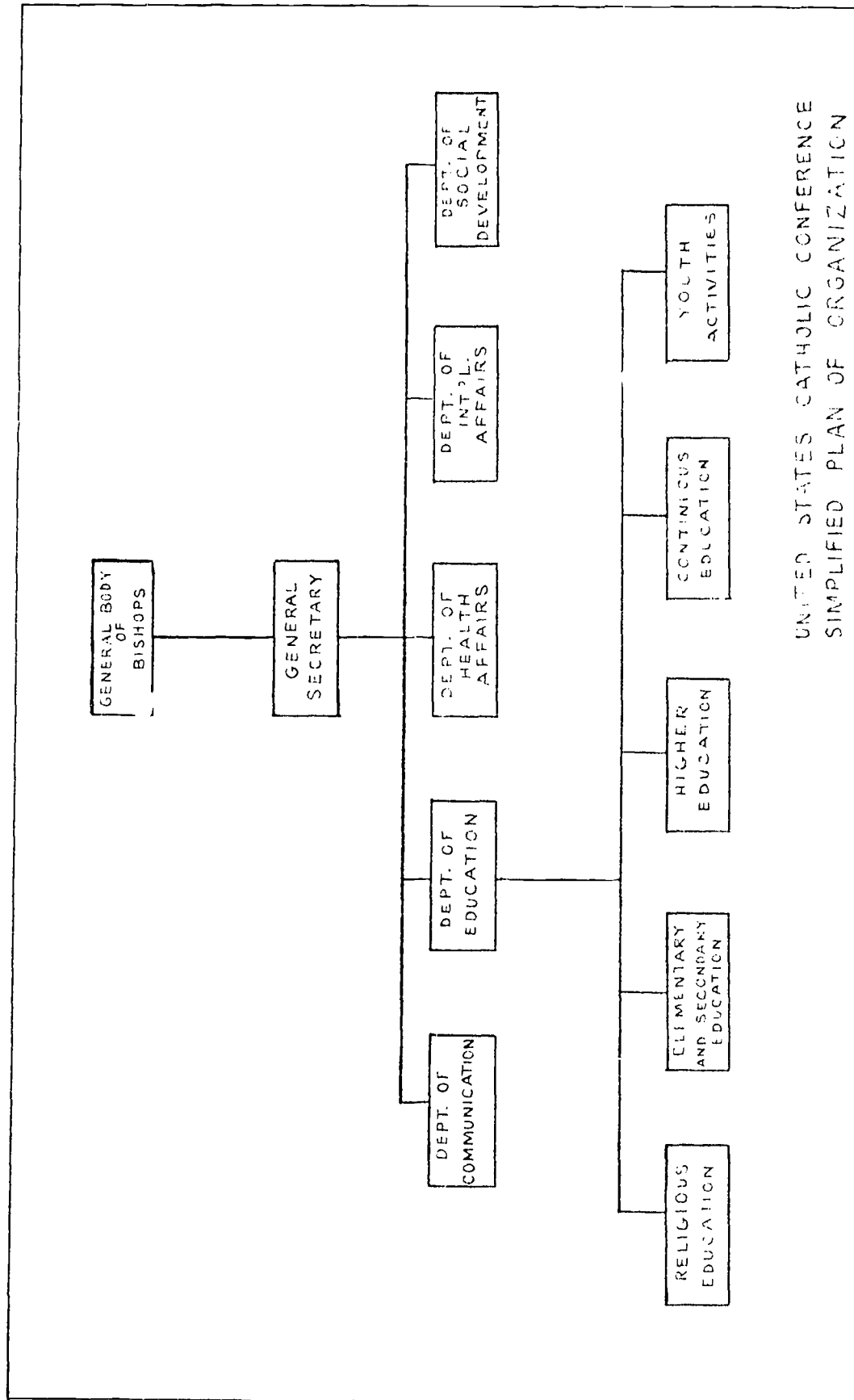
11 William Henry Heath, "An Analysis of Influence in the Establishment of a Regional Education Center," unpublished dissertation, New York University, 1970, 2.

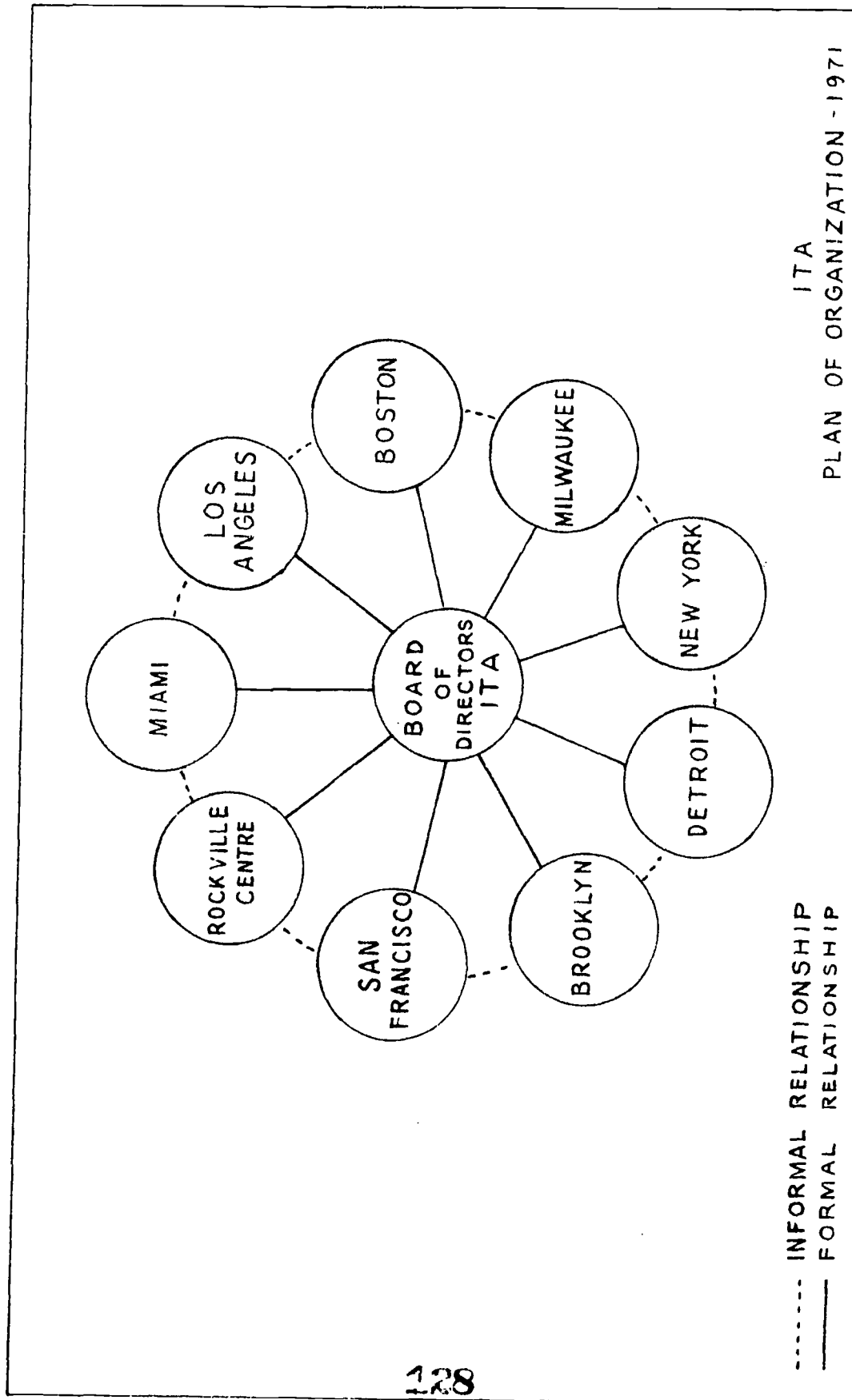
12 Berrien, op. cit., 59.

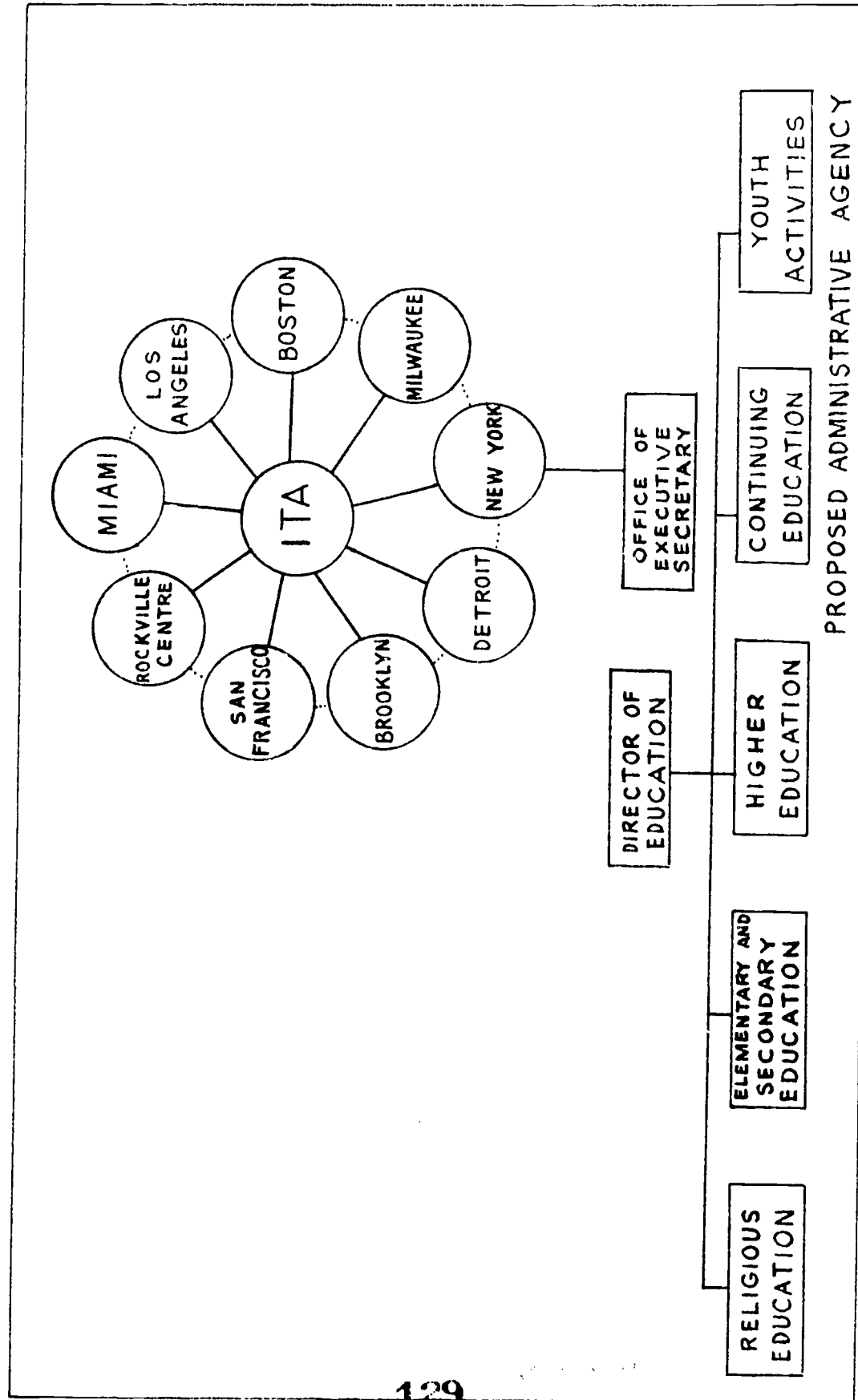
order to be effective. Briefly, this agency cannot assume the complete identity of those systems that it is intended to link. In this way the link can maintain the autonomy of the sub-systems and supra-systems. In order for the proposed agency to survive and grow it must benefit both the social systems for which it acts as liaison, namely, Instructional Television Associates and the Department of Education, United States Catholic Conference.

To avoid any conflict within the ISL, the ISL must reflect the mutual objectives of each of the involved social systems. Based upon the above mentioned specifications, it is recommended that the proposed agency to coordinate the activities of both systems be designated The Office of Executive Secretary of Instructional Television Associates. In order to simplify the following design, the term Executive Secretary will suffice.

A graphic representation of the structure of the Department of Education, USCC, Instructional Television Associates and the proposed Office of Executive Secretary follows:







The concept of using the Office of Executive Secretary as an institutional systemic link is not in itself unique. Heath used the same concept in his study, and a similar situation exists within the religious education sub-division of the USCC, Department of Education.

In this study, it is recommended that the Executive Secretary be employed by the Board of Directors of Instructional Television Associates with the Department of Education, USCC providing office space and budgetary allocations. At an interview conducted with the Director of Education of the USCC Department of Education on November 22, 1971, this suggestion was quickly accepted.¹³ In effect the Executive Secretary will be responsible to two masters but his position as an ISL necessitates such a role. Such a position, however, does not place the Executive Secretary in conflict because the goals of both ITA and USCC, Department of Education are similar. In addition, there is no possibility of boundary or territorial problems because the roles of both organizations are clearly defined in their charters.

13 "Interview," with H. Giles Schmid, Ph.D., November 22, 1971, Department of Education, USCC, 1312 Massachusetts Avenue, Washington, D. C.

Office of the Executive Secretary

In creating the Office of Executive Secretary and its appropriate administrative structure and mode of operation, the investigator drew largely from the work of Harry J. Hartley and his text Educational Planning-Programming-Budgeting (PPBS).¹⁴ "From the general-systems level, one may proceed to the more specific techniques developed in areas ranging from operations research in industry to program budgeting in education."¹⁵

PPBS not only lends itself to the systems approach employed in this chapter but to the entire agency proposed by the investigator.

...but the purpose of economic analysis is not to serve as a constraint. Rather it is to provide a broad framework within which the desired educational objectives can be expressed and accomplished in the most reasonable and efficient manner.¹⁶

The concept of systems analysis may be defined as an orderly way of identifying and ordering the differentiated components, relationships, processes, and other properties of anything that may be conceived as an integrative whole. It provides a

14 Hartley, PPBS, op. cit.

15 Ibid., 26.

16 Ibid., 13.

basis for the intensive study of complex phenomena that are in some way related within the defined boundaries of a unified system.¹⁷

Planning budgets in many present day educational institutions restrict or constrain the educational objectives to dollars. With PPBS the reverse tends to be true.

Planning is not a process of speculating on probable developments and preparing a theoretical blueprint for meeting needs. Rather it is a process of attempting to determine appropriate goals and objectives, obtaining and analyzing pertinent information that will bring into focus present and emergent problems and needs, and obtaining agreement on steps and procedures that are designed to meet those needs so that objectives can be attained.¹⁸

Hartley stresses the point that PPBS is a system based upon planning and organizing.

The potential danger referred to throughout this text is that systems analysis should be viewed, not in a narrow context, but in a broad sense as a planning procedure for relating curricular objectives to human and material resources.¹⁹

17 A. D. Hall, and R. E. Fagen, "Definition of System," General Systems, Yearbook of the Society for General Systems Research, Vol. 1, 1956, 18.

18 E. L. Morphet, and Charles Ryan (eds.), "Planning and Effecting Needed Changes in Education," Designing Education for the Future, New York: Citation Press, 1967, xiii.

19 Hartley, 50.

No one, all inclusive systems theory exists in education, but in relating the available systems research to this context, the educational planner might take an eclectic approach and maximize selected contributions from many sources.²⁰

The above statements reflect the rationale behind the planning of the Office of Executive Secretary. "The systems approach simply provides a total framework for formalizing many of the activities that schools are presently conducting in less formal terms."²¹

The most important task that must be accomplished in this type of planning and budgeting system is the creation of a program structure. "There is fairly wide variation in approaches to this budgeting process, and each planner is truly an architect of a unique program design."²²

The Office of the Executive Secretary and PPBS

There are four major activities involved in PPBS. They are: (1) planning, (2) programming, (3) budgeting, and (4) systems procedures. Subsequent pages in this chapter delve into these major activities in some detail.

Planning: Step one involves planning. In a more

20 Ibid., 50.

21 Ibid., 69.

22 Hartley, 96.

specific sense, it is during this phase that operational objectives must be taken into consideration, and a three year plan proposed based upon the objectives.

Needs

- a) As determined in chapters four and five of this study there are currently nine dioceses within the United States that operate their own ITFS television facilities. There are one hundred eight dioceses remaining in the United States that have no diocesan organized Instructional Television capability.
- b) Chapter five of this study indicates that although the nine ITFS dioceses have formed a corporation, this corporation is limited because of finances and manpower.
- c) The Department of Education, United States Catholic Conference, recognizes that the fast growing field of ITFS could be profitably used by some fifty dioceses.²³
- d) That, because of a lack of facilities and trained personnel the Department of Education, USCC, has been unable to serve all the non-ITFS dioceses with instruc-

23 H. Giles Schmid, Diocesan Learning Networks - Alternatives in Instructional Television, Washington, D.C.: Publications Office USCC, 1971, 24.

tional television material.

Existing Facilities

- a) That seven of the nine diocesan ITFS systems are capable of and have produced television programs to meet the needs of their particular audiences.
- b) That due to advances in technology, it is now possible to maintain a video tape library on a national level. Prior to 1971 such a project would have proved too expensive.

Operational Objectives

A statement of role and purpose is an inclusive summary expression of reasons for the existence of an organization and the environment in which it functions. A statement of role and purpose serves as a guideline for development and evaluation of basic and program objectives which amplify fundamental goals and prescribe relationships with the external and internal environment.²⁴

Role and Purpose of the Office of Executive Secretary of Instructional Televisio. Associates

The role of the Office of Executive Secre-

²⁴ Booz, Allen, 10.

tary of Instructional Television Associates is to form a liaison between Instructional Television Associates and the Department of Education, United States Catholic Conference. The Office of the Executive Secretary should provide an organizational structure and resources needed to ensure well-designed and effective coordination of the television resources of all involved dioceses and the United States Catholic Conference. Its essential mission is to bring the combined objectives of Instructional Television Associates and USCC to fruition.

Basic Objectives

1. To coordinate the activities of Catholic Schools throughout the United States relating to the use of ITFS.²⁵
2. To encourage the establishment and development of the use of Educational Television Fixed Service in Catholic school systems.²⁶
3. To establish and develop production centers which will produce instructional programming peculiarly attuned to the needs of Catholic primary and secondary

25 Instructional Television Associates, Incorporation notice (Typewritten), August 1966, 1.

26 Ibid.

schools, as well as to make similar programming available to other public and private school systems.²⁷

4. To establish and develop centralized television film and videotape libraries which will furnish to members programming material of a high caliber.²⁸
5. To provide leadership and service to dioceses in coordinating their educational programs specifically in the medium of television.
6. To assist dioceses without Instructional Television Fixed Service in utilizing the materials produced by those dioceses having such facilities.
7. To act as a liaison in the acquisition and dissemination of television programming available outside ITA and USCC.

Establish a three-year plan to implement the Basic Objectives. These objectives should be listed according to priorities and a time table.

Programming: As described below and in more specific terms, this step within the PPBS system allows

27 Ibid., 2.

28 Ibid.

for program design and is derived from the basic objectives in terms of the three-year plan.

The first three objectives deal with the basic intent of this work, namely, the greater cooperation between dioceses having their own ITFS systems. The last four objectives find their rationale in the fact that they enable the proposed Office of the Executive Secretary to grow and hopefully at some time to be able to maintain itself.

1. To coordinate the activities of Catholic Schools throughout the United States relating to the use of Instructional Television Fixed Service.

This is the primary objective of the proposed Office of Executive Secretary and the basis of the ISL. Without the attainment of this objective, the other objectives can never materialize. As indicated in Chapter V of this study the need exists and the potential areas of cooperation are apparent. The place for the Office of the Executive Secretary within the overall structure of ITA and the Department of Education, USCC was graphically illustrated on p. 121 of this chapter.

The position of Executive Secretary is administrative with a knowledge of programming and engineering respectively required. The position of executive

secretary must be filled by an educator with a background in administration and educational television. The emphasis, however, will have to be placed upon an individual's administrative ability. In the early stages of Phase I, this position would require one secretary. As the below-listed objectives are taken into consideration, the size of the staff and the areas of specialization will increase. The executive secretary will be directly responsible to the Board of Directors of ITA and will attend all ITA meetings and make reports back to the board. In addition, the executive secretary will report to and keep the Director of Education, Department of Education, USCC up-to-date and informed of any changes, positive or negative. Of primary importance is that the executive secretary keep in touch with each individual ITFS center that belongs to ITA. His special interest in this area will be to keep each ITA member abreast of production and program policies at the other centers. Successful administrative and engineering practices at one center must be reported to all other centers. The executive secretary should encourage standardized procedures when they lend themselves to the individual centers. He should maintain close contact and communications with the Chairman of the Board of Instructional Television Associates. Once this position is implemented the

duties will be on-going.

2. To encourage the establishment and development of the use of Educational Television and Instructional Television Fixed Service in Catholic school systems.

There are some fifty dioceses within the United States that could profitably employ an ITFS system in the creation of a learning network.²⁹ By virtue of his position within the USCC-ITA structure, the executive secretary could maintain contact with all potential diocesan ITFS users. The position is unique in that the secretary can channel the fund of knowledge from ITA to all other dioceses which are represented in the USCC. The physical location of the executive secretary is Washington, D. C., which lends itself to close contact with the Federal Communications Commission. This is a decided asset in terms of filing application and gathering information. No additional staff would be required at this time and the objective could almost be launched at the same time as the previous objective.

3. To establish and develop production centers which will produce programming peculiarly attuned to the needs of Catholic primary and secondary schools, as well

29 H. Giles Schmid, Diocesan Learning Networks, 24.

as to make similar programming available for other public and private school systems.

Of the nine dioceses owning and operating their own ITFS systems, seven have the capability of producing television programs. From the questionnaire³⁰ distributed to the chief-administrators of the diocesan ITFS systems, it is apparent that most of the production facilities at their individual centers are not used to their full potential. That is, only one center, the Diocese of Brooklyn, reports using its production capabilities for forty hours per week. The six remaining dioceses use their studios anywhere from three to twenty-five hours per week.

The situation posed above lends itself to the very basis of a systemic link and also incorporates Berrien's idea of reciprocity. In brief, it enables the Office of Executive Secretary to channel talent available on a national level into one of the existing production centers. The benefits of such an arrangement will accrue to both the ITA member and the USCC in that the center chosen for production, will, of course, receive remuneration thus helping to defray normal operating costs to the center. The USCC Depart-

30 Questionnaire, January 8, 1971, ITA Meeting, Miami, Florida, in Appendix, question 6B, .

ment of Education avoids the needless and costly duplication of television production facilities.

Once the phase of the production center is started, it will be necessary to add personnel to the Office of Executive Secretary. To qualify, the individual considered for the position must have some prior experience in television production. This is so that he may assist personnel on a national level to prepare for videotaping at a regional center. Such consideration could save many dollars in relation to studio time that is wasted due to unprepared talent. The position would be part time at first, and then develop into a full time position as the demand increases.

4. To establish and develop centralized television and video tape libraries which will furnish to members programming material of a high caliber.

It is in meeting this objective that the Office of Executive Secretary acts as a true ISL and at the same time will tend to become self-sufficient, thus enabling it to truly assume a position that is exclusively reflective of any one component of the system.

Berrien states that

...given the essential probabilistic nature of a system's processing, the outputs will

be limited not alone by the nature of its components but also by the extent to which its outputs serve to provide another system with those constituents necessary for the latter's maintenance, provided there is reciprocation of maintenance inputs. Without reciprocation, first one and then the other system must disintegrate.³¹

In keeping with this statement and considering the aforementioned objectives involving cooperation in programming and producing television programs, we arrive at the input and output that Berrien mentions above. The programs produced and shared by the subsystems within ITA are designated as output. This output serves as input for the above-mentioned video tape library. The input in terms of the video tape library will serve two purposes. One to keep ITA members supplied with programs for their own system and two, to enable the Department of Education, USCC to supply non-ITA members with television programs to fit their specific needs. The format for the distribution of videotaped programs to non-ITA users will differ from that of ITA members. Non-members will be supplied in one of several video cartridge systems.

The implementation of this objective will require the greatest increase in staff thus far for the Office of the Executive Secretary. At least one

³¹ Berrien, 59.

full time video engineer and two clerks for trafficking and record keeping will be required initially.

5. To provide leadership and services to dioceses in coordinating their educational programs specifically in the medium of television.
6. To assist dioceses without Instructional Television Fixed Service in utilizing the materials produced by those dioceses having such facilities.

The foregoing two objectives are somewhat within the same realm and for that reason their implementation with reference to programming are considered jointly. Once objective four, or the national video tape library comes into being, the Office of Executive Secretary, through already existing communication channels of the Department of Education, United States Catholic Conference, will have to encourage and instruct those dioceses that have no television experiences. Objective number five will have to be implemented almost simultaneously with objective number four. The increase in personnel at this stage, to achieve these objectives will most likely consist of one full time person with a background in education and educational media.

7. To act as a liaison in the acquisition and dissemination of television programming available outside of ITA and the Department of Education, USCC.

This objective is the only one that allows the Office of the Executive Secretary to go outside of the two systems between which it functions. By going outside the system for either program acquisition or dissemination, a new opportunity for input and output is created. The benefits of these inputs and outputs will accrue to both of the major systems and in turn to the Institutional Systemic Linkage. This position initially can be maintained by the media specialist mentioned in objective six.

Budgeting:

Consideration in terms of finance will be given to each objective as stated in the previous section on programming. The only part of the following proposed costs that cannot at this time be made firm is that of salary for professional staff members. The reason for this lies within the suprastructure itself, mainly the Roman Catholic Church. Any one of the positions created within this proposed structure could be filled by a lay person, a clergyman or a religious. As a result, even though qualifications may be the same, the rate of pay would be quite different.

Objectives One and Two - namely those lending themselves to greater coordination between and among members of ITA.

Phase I - (Year 1)

Executive Secretary

Clerical Help (Secretarial)

Travel Expenses

General Office Expenses

Objectives Three, Four, Five and Six - namely those objectives lending themselves to production centers, national video tape library, and aiding non-ITFS users in development and utilization of the television medium.

Phase II - (Year 2)

Normal salary increments for personnel
in Phase I

Additional personnel to implement Phase
II objectives, namely,

- television producer (Director of Production)
- video engineer
- two clerks
- media specialist

Machinery necessary for creating a national
video tape library that is accessible

(hardware)

(Large one-time capital investment)

Plant modification to house the above
machinery

Increase in office and travel expenses

Phase III - (Year 3)

Normal salary increments for personnel
employed in Phases I and II

Additional personnel for office and tech-
nical staff (one secretary--one video
technician)

Plant maintenance

A breakdown of the projected operational
budget may be found on p. 180 in the Appendix.

Systems Analysis:

At the end of each phase of the program some
attempt will have to be made to evaluate the implemen-
tation of the seven specific objectives. In terms of
the evaluation it might be necessary to revise goals
and objectives and design new programs and procedures
to meet changing needs.

Objectives one and two, those concerned with
the encouragement and coordination of ITFS systems, may
be evaluated against feedback from ITA members and
new diocesan ITFS systems. Hard data alluding to the

success or failure of the meeting of these objectives may be found in the financial records of each diocesan ITFS center. If locally produced programs are circulated among members, the total annual cost of program acquisition will drop. In addition, because ITA members do have a rate chart of their own systems, leasing tape to others should show financial benefit.

Objective three, namely, the use of regional production centers, can be evaluated in much the same way as objectives one and two. The fiscal records of those centers renting studio space to the Office of the Executive Secretary should show income benefit from such rentals. In addition, the beginnings of a national video tape library will be starting to accumulate.

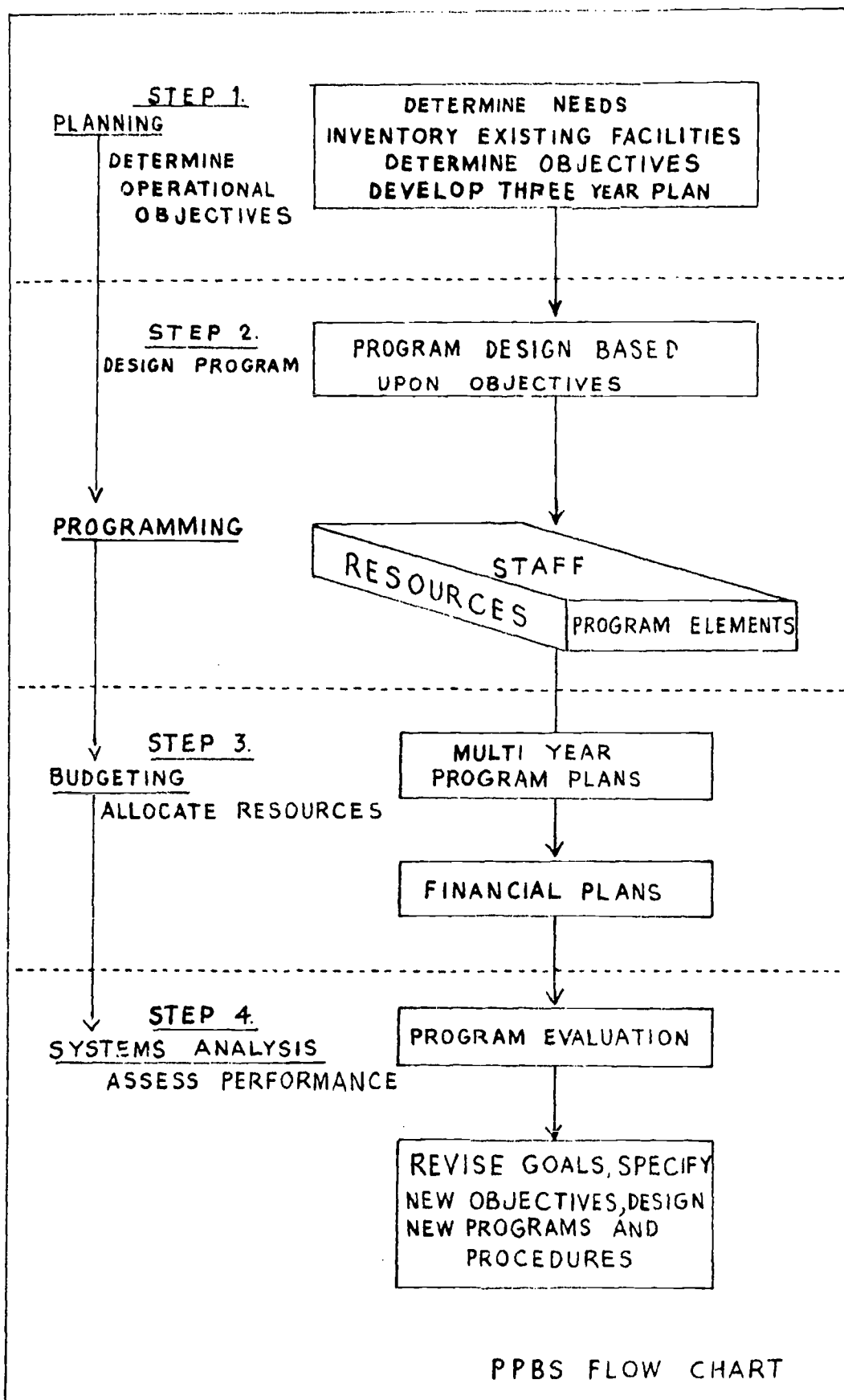
Objective four--the establishment and maintenance of a national video tape library. It will not be possible to evaluate this objective fairly until the termination of Phase III. The evaluation, however, can be easily performed in terms of output of materials and dollar expenditures. The contents of the video tape library will be composed of both the ITA productions and productions called for by the Department of Education, USCC. These productions in turn will be channelled to users who heretofore had no television capability. It is in meeting this objective that the Office

of Executive Secretary may become self-sustaining since the trafficking of video tape incurs rental fees. In addition the individual members of ITA will receive royalties on any of their productions that are circulated.

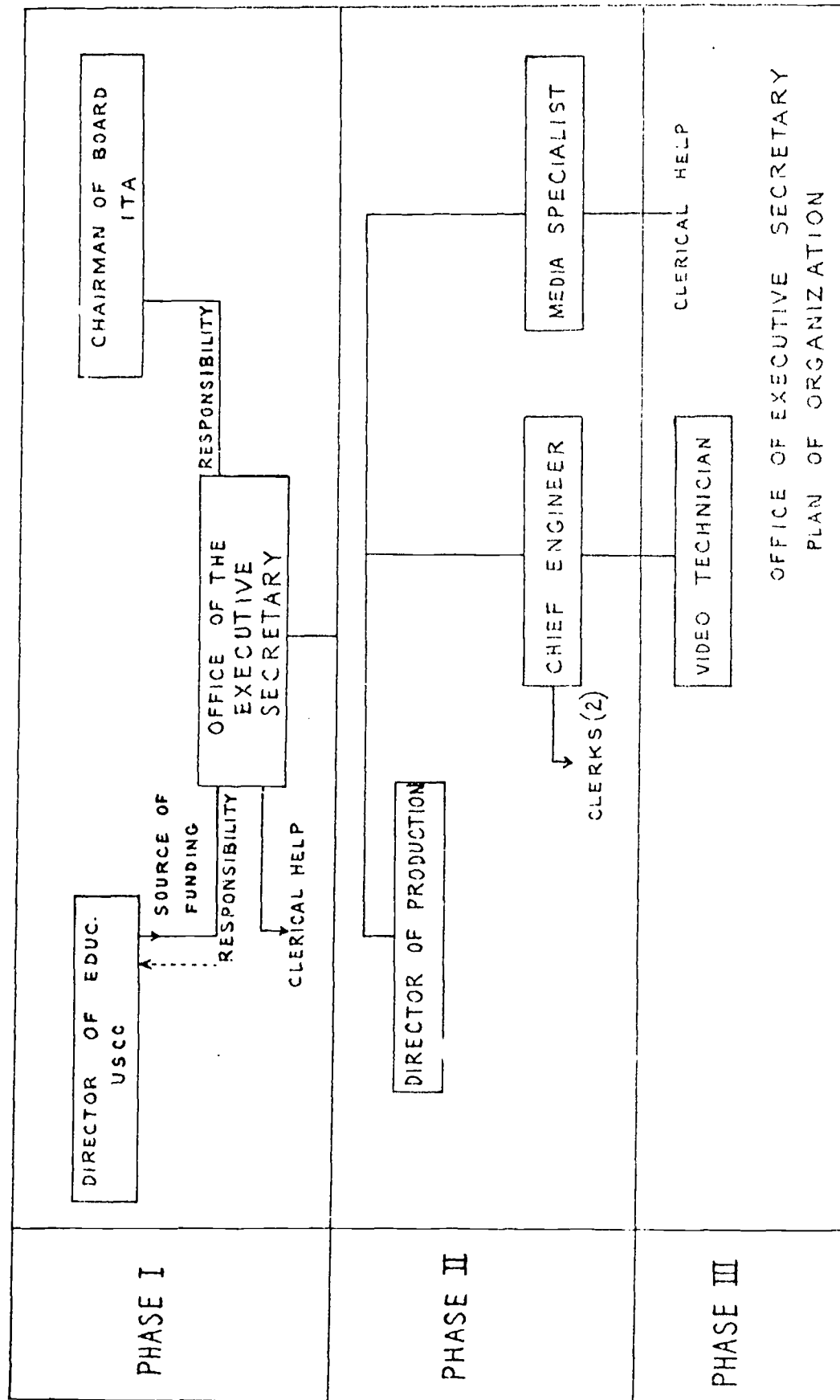
Objectives five and six--to assist non-ITA dioceses in the adaptation and utilization of the television medium, can be evaluated not only in terms of the number of dioceses seeking advice and implementing the use of television but also by measuring the output of objective four--the video tape library.

Objective seven--the liaison for program acquisition and dissemination outside of the ITA and the Department of Education, USCC structure. This objective may also be evaluated in terms of input-output: input in terms of adding to the video tape library and output in terms of materials from the national library being used by outside agencies.

In summary of the PPBS approach to the Office of Executive Secretary the following pages illustrate the development of such a program with a flow chart, a planning calendar, a staff model of the completed Office of Executive Secretary, and job descriptions for all required personnel.



[illegible]



Job DescriptionsExecutive Secretary:

The Executive Secretary shall be directly responsible to the Chairman of the Board of Directors of Instructional Television Associates in regard to matters affecting any member of ITA. The prime responsibility of the Executive Secretary shall be the coordination of activities within the membership of ITA. He will assist the members of ITA in cooperating with each other in terms of administrative, production and engineering activities in terms of a cooperative effort. The initial potential areas of cooperation may be found on p. 80 in Chapter V of this study. The Executive Secretary will maintain close contact with each of the ITA members on an individual basis so as to keep the Board of Directors up-to-date on events occurring within ITA. These reports of ITA member activities will be submitted to the board at each official ITA meeting as called by the Board of Directors.

In addition, the Executive Secretary will report to the Director of Education, United States Catholic Conference on all of his activities in relation to ITA and the USCC so as to keep the director up-to-date on technological progress in terms of television within the system.

The Executive Secretary will be responsible

for the coordination of his own staff and the meeting of the basic objectives of his office as described in the roles, purposes and basic objectives of his office.

Director of Production:

The Director of Production shall be directly responsible to the Executive Secretary. The role of the Director of Production shall be to act as liaison between talent made available through the United States Catholic Conference and the regional production centers owned and operated by the membership of ITA. He will keep in regular touch with production centers as to keep informed of their production capabilities and limitations. In addition, he will prepare potential television talent as thoroughly as possible in relation to procedures to be followed in the preparation of a television program. He will also keep an inventory of all programs available to the video tape library.

Chief-Engineer:

The Chief-Engineer will be directly responsible to the Executive Secretary. He will supervise and train when necessary all technical personnel involved in the maintenance of the video tape library. His responsibilities will include maintenance of duplication machinery and the physical plant in which the

machinery is housed. He will oversee the entire duplication operation up to and including the shipment of materials from the video tape library.

Media Specialist:

The Media Specialist shall be directly responsible to the Executive Secretary. His role will include encouraging and assisting Catholic schools and institutions interested in the medium of television for instruction in maximizing their potential. In addition, he will seek other outlets for the video tape library. His, too, will be the task of seeking necessary programs produced outside of the ITA-USCC sources for inclusion in the video tape library.

The investigator realizes that the above proposed administrative structure may of necessity have flaws that he has not envisioned. He is aware that if such a structure is implemented, it will have to undergo modifications at times.

One could spend many months and even years trying to develop the 'perfect' program structure before implementation, but since a perfect structure does not exist anyway, it is best to try to come up with something reasonable soon, get it into operation, and then let it evolve over time.³²

³² Gene H. Fisher, The World of Program Budgeting, P-3361, Santa Monica, California: Rand Corporation, May, 1966, 27.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

This document was designed to investigate the possibilities of coordinating the activities of the Instructional Television Fixed Service facilities owned and operated by the nine Roman Catholic Dioceses within the United States. The initial objective was to design an administrative structure that would allow for this coordination from a national office. It was found that there were two national organizations already in existence. Their functions and facilities were such that both would be more efficient and provide wider services if coordinated by means of an Institutional Systemic Link that would provide the structure necessary to bring the objective of this work into focus.

In constructing the proposed administrative design here described, the investigator relied upon systems theory and design, especially the master social process of systemic linkage outlined in Chapter VII. In addition to the social process, once it was defined, the concept of Program Planning Budgeting Systems was

used to provide the actual framework and give a definite plan to the proposed structure.

The investigator, because of his position within one of the systems investigated, received cooperation from all of the involved parties. He had free access to all of the documents of both the primary organizations involved. This proved to be very beneficial in gathering the data to construct the proposed administrative design. The research included in this study has enabled him to present the following conclusions.

Conclusions:

The problem of this study was addressed to the need of coordinating the activities of nine diocesan television centers owned and operated by the Roman Catholic Church in the United States. The conclusions reached by the investigator in relation to the four subordinate problems are listed below.

Subordinate Problem #1 - To determine the present administrative goals and patterns of the existing diocesan television centers.

The administrative goals and patterns of each of the nine diocesan television centers vary as to specifics but are primarily concerned with the education of children within the parochial schools. All of the administrators answering the questionnaire

involved in this study indicated that they were attempting to expand the use of instructional television to other diocesan agencies and not limit the use of television to the schools alone. One may therefore conclude that the major concern in expanding television services was in the realm of religious education for adults and in-service education for teachers of religion. The data compiled for this study indicated that five of the chief administrators of the diocesan television centers were on the staff of the education department within their particular diocese and that the remaining four chief administrators were within the office of radio and television for their diocese. The latter did, however, have ties with the education department. Funding for all of the television centers came directly from the main diocesan office.

The television facilities varied from very low cost "play back" operations to relatively sophisticated facilities and plants. All of the chief administrators indicated that interdiocesan cooperation was not only desirable but necessary.

Subordinate Problem #2 - To identify specific areas where a coordinated administrative design could facilitate television operations at both the diocesan and at the national level.

The data gathered in this study in relation to the potential areas of coordination were elicited

by the questionnaire on p. 169 and further refined on the summary of responses on pp. 82-83. Within the three broad areas of administration, production and engineering that were investigated, the area that lent itself most to coordination was that of administration. Because the secondary areas of production and engineering were more stable the need for coordination was not of prime concern. All of the chief administrators with the exception of the Archdiocese of Milwaukee were responsible for coordinating all of the activities within their television centers. Data indicated that the chief administrators were involved in budgeting, hiring and evaluating personnel and in public relations for their particular center. Each diocese followed its own administrative pattern of operation.

The questionnaire returned to the investigator also indicated that the sources for television programming were very much the same for each diocese. In addition, each of the dioceses involved demonstrated electronic compatibility in their machinery and engineering techniques. Seven of the dioceses are directly compatible with regard to machinery at this time. The Diocese of Brooklyn and the Archdiocese of San Francisco must go through an intermediate step to be electronically compatible with the rest at this time.

Subordinate problem #3 - To determine the nature and function of an agency that could support and coordinate the interdiocesan cooperation necessary to facilitate operations in the specific areas.

There were two national agencies that were interested in education and in television. More specifically they (The United States Catholic Conference and Instructional Television Associates) were concerned with and had as their basic objectives the concept of interdiocesan cooperation. Coincidentally, both of these agencies were started at the same time but had no formal relationship even though their goals and objectives were similar in nature. The objectives of the United States Catholic Conference were broader in scope than those of Instructional Television Associates. The latter's dealt more specifically with instructional television whereas the former's dealt with the total teaching mission of the Catholic Church in the United States. Without changing the goals of either organization it can be stated that coordination of the two agencies is both feasible and desirable.

Although Instructional Television Associates had the knowledge in the area of television, most attempts to coordinate ITFS activities were limited because of the lack of finances. On the other hand, the United States Catholic Conference had the finan-

cial capability but lacked the expertise necessary to coordinate interdiocesan cooperation in the specific area of instructional television. It should be kept in mind that both of these agencies are autonomous.

Subordinate Problem #4 - To prepare an administrative design that would guide, rather than dictate, policy in regard to instructional television at the diocesan level.

In order to meet the need expressed for cooperation between dioceses and at the same time maintain the autonomy of both national agencies, the proposed administrative design had to assume a neutral position that would benefit both agencies. Also to be taken into consideration was that the similarities of both agencies were expressed through their goals and objectives. The proposed administrative design was constructed within the limitations expressed above.

The social process of systemic linkage in which the proposed agency became a link between two systems enabled each agency to maintain its autonomy. The idea of reciprocity built into the proposed agency enables both national agencies to receive benefit from the proposed design. Since both agencies were goal oriented, the vehicle of Program Planning Budgeting Systems designed to meet the common existing objectives of both agencies proved to be most viable in meeting the needs of both USCC and ITA.

Recommendations:

1. Since the concept of systemic linkage is universal in application it does not have to be restricted to the coordination of television activities alone. The model presented in the foregoing chapters can be applied to any similar situation where organizations with similar goals desired to work together in specific areas while at the same time maintaining their autonomy. Application of the principle need not be restricted to educational institutions. It is therefore to be recommended that the design here presented for television agencies also be applied to other organizations.

2. It is recommended that studies based on this research be undertaken in the following areas:

- (a) An investigation into the procedures for designing and implementing a national video tape library would be worthwhile. Several studies would be required in this area. One could take into consideration the designing of regional centers that would serve as satellites of the national center.
- (b) A study could research the methods of cataloging and distributing video tapes

from the national level.

- (c) A survey of available television hardware (especially the video cassettes) could be relative to the selection of the equipment needed in order to maintain the national center.
- (d) In relation to religious education, a study involving the potential national distribution of religious programs for use over local Community Antennae Television (CATV) stations would be timely and worthwhile. As an outgrowth of such a study, an investigation into the needs of the type programs most suitable for an adult CATV audience would be beneficial.
- (e) Several studies in administrative procedures (specifically those mentioned in Chapter V of this study) with the emphasis on "how-to" in relation to PPBS at the local level should be considered.
- (f) A study that would recommend a system of evaluation as to the impact or merits of televised instruction on students

and home viewers in relation to programs produced through the national agency with data that could be taken under consideration in regard to future trends. At present, no such system of evaluation exists within the ITA dioceses.

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APPENDIX A

Survey of Existing ITFS Facilities
of the Roman Catholic Church in
the United States

SURVEY OF EXISTING ITFS FACILITIES
OF THE ROMAN CATHOLIC CHURCH
IN THE UNITED STATES

1. Name of school system or institution.

2. Name and Title of Chief-Administrator of ITFS.

3. Date ITFS system first went on the air.

4. Staff. Please indicate the number of full or part time staff members in each of the following position categories. If there is no one in a position, please indicate by placing an "0" in the blank.

<u>Full Time</u>	<u>Part Time</u>	<u>Position</u>
_____	_____	Administrator
_____	_____	Administrative Assistant
_____	_____	Secretarial and Clerical
_____	_____	Program Director
_____	_____	Producer Director
_____	_____	Engineer
_____	_____	Technicians
_____	_____	Television Teachers
_____	_____	Graphic Specialists
_____	_____	Curriculum Specialists
_____	_____	Student Assistants
_____	_____	Utilization Coordinator

_____ Total Full Time
 _____ Total Part Time
 _____ Total

5. Equipment. Please indicate the quantity of each type of equipment.

_____ Transmitters. Manufacturer: _____

_____ Down Converters. Manufacturer: _____

_____ Antenna. Manufacturer: _____

☐ Image orthicon cameras. Color? ☐
☐ Vidicon cameras. Color? ☐
☐ Plumicon cameras. Color? ☐
☐ Kinescope recorders
☐ Film or slide chain
☐ Mobile studio. Describe: _____

 Other: Specify: _____

6. A. Number of Studios: _____
 Locations: _____
- B. What is the average number of hours per week these studios are in use? _____
- C. Number and type of videotape recorders used at your facility? _____
- D. On what type of machine do you record your "masters"? _____
7. Percentage of local programming:
☐ Under 10% ☐ 10%-25% ☐ 25%-50%
☐ 50%-75% ☐ 75% and over
8. Number of buildings receiving 2500 mhz signal: _____
9. Approximate number of classrooms equipped with TV receivers: _____
10. Approximate number of students using ITFS facility: _____
11. Approximate hours of scheduled programming per week: _____
12. Programming: Which of the following types of programming do you provide via 2500 mhz television? Check all which apply.
- ☐ Supplementary -- lessons presented once or twice.
☐ Direct teaching by TV teacher -- major part of a course presented by the TV teacher with some supplementary classroom work.
☐ Enrichment -- programs designed to capture outstanding local resources which are not available to the classroom.

- _____ Total teaching -- entire course taught over
 TV with no assistance from the classroom
 teacher.
 _____ In-service teacher education
 _____ Monitoring (e.g., study halls)
 _____ Testing
 _____ Film distribution
 _____ Orientation
 _____ Administrative announcements
 _____ Off campus college courses for which students
 receive college credit, pay tuition to the
 institution
 _____ Industrial location courses for which stu-
 dents receive credit, employer pays tuition
 _____ Religious training -- outside regular classes
 (e.g., CCD)
 _____ Panels, interviews, etc. in which students
 participate
 _____ Other. (Please describe briefly.) _____

13. Budget. Please answer both columns:

Capital Invest- ment (estimated amount)	Source	Operating expenses (estimated amount)
_____	Federal Government	_____
_____	State Government	_____
_____	Local Government	_____
_____	Community (non- government)	_____
_____	Diocese or Parishes	_____
_____	College or Univer- sity	_____
_____	Other. Specify:	_____

14. Do any of your buildings videotape programs for rebroadcast over CCTV or other distribution system? _____ Specify: _____

15. What firm conducted your original engineering study? _____
16. What firm acts as your legal representative for the FCC? _____

17. What are your major sources of program acquisition?

18. What is the cost of rented programs on an annual basis? (Approximately) _____

19. Do you share or rent programs from other diocesan television centers?

Yes _____ No _____

20. Have any other diocesan systems used your programs? Yes _____ No _____

21. What fee (if any) do you pay for interdiocesan or ITA rentals? _____

22. Do you feel that greater cooperation should exist between the diocesan television centers?

Yes _____ No _____

23. Do you have a listing of what's available from other diocesan television centers?

Yes _____ No _____

24. What is your major source of talent for television productions?

25. Are they paid?

26. Who on your staff determines production priorities?

27. What is the average number of years that your system uses a televised series? _____

28. Do you lease your facilities to agencies outside the diocese?

Yes _____ No _____

If so, how much do you charge per hour? _____

29. In what specific areas do you feel interdiocesan cooperation in television would be most helpful to you at a local level?

30. On the following pages, would you please list in as much detail as possible, the job responsibility of:

- A. The Chief Administrator
- B. The Head of Production and Programming
- C. The Chief Engineer
- D. Utilization Coordinator

Job Responsibility - The Chief Administrator

171

Job Responsibility - The Head of
Programming and Production

180

172

Job Responsibility - The Chief Engineer

181

173

Job Description - Utilization Coordinator

182

31. Why did your diocese implement ITFS?

32. Please list what you believe are the educational objectives of your ITFS facility?

33. What type of evaluation procedure do you follow in evaluating the effectiveness of television in your diocese for students, teachers and community members? (Please describe in detail.)

176

APPENDIX B

Job Responsibility Check List

185

Directions for Filling Out Job
Responsibility Check List

The enclosed check list describes specific functions in the operation of a television center based upon the returns of a questionnaire previously submitted to the chief administrators of each diocesan television center.

In the space provided at the left of each responsibility, would you please list which department is responsible for that area. The designations to be filled in are as follows:

A = Administration
E = Engineering
P = Production

Some of the areas will tend to overlap. In such instances, try to determine to the best of your ability which department (Administrative, Engineering, or Production) plays a greater role.

Please enter only one department per area. It is important that each area does receive a designation.

Check List For Job Responsibility and Description

_____	Fund Raising
_____	Hiring of Personnel
_____	Planning Budget
_____	Approving Purchasing
_____	Liaison with Schools
_____	Staff of Department of Education
_____	Establish Priorities
_____	Evaluation of Programs
_____	Selection of Programs for Telecasting
_____	Determines Policy for TV Center
_____	Interviews Potential Talent
_____	Research and Development
_____	Determines Priorities for Production
_____	Scheduling of Programs
_____	Selection of Programs for Preview
_____	Content of Programs
_____	Involved in Actual Production of Programs
_____	Initial Preview of Programs
_____	Responsibility for Graphics
_____	Responsibility for Set Construction
_____	Maintenance of Studio Machinery
_____	Maintenance of School Equipment
_____	Recommend Video Tape Purchase
_____	Building and Plant Maintenance
_____	Works with Television Teachers in Production
_____	Determines Technique for Production
_____	Publicity for Center
_____	Coordinates All Activities Within the TV Center
_____	Liaison with Community
_____	Responsible for Fund Raising and Government Grants
_____	Liaison with Other Diocesan Agencies
_____	Evaluation of Personnel
_____	Assists Utilization Coordinator
_____	Reports to Supt. of Schools - Re: TV
_____	Liaison with Other TV Systems
_____	Accounting and Billing
_____	Conducts Workshops for Teachers
_____	Responsible for Program Logs
_____	Schedules Studio Time
_____	Know Sources of Programs
_____	Works with Curriculum Consultants
_____	Responsible for Video Tape Traffic

APPENDIX C
Projected Operational Budget for the
Office of Executive Secretary

PROJECTED OPERATIONAL BUDGET FOR THE
OFFICE OF EXECUTIVE SECRETARY

Phase I

Salaries: Executive Secretary	\$ 20,000	
Clerical	7,000	\$ 27,000.
Travel Expenses		5,000.
General Office Expenses		8,000.
		<u>\$ 40,000.</u>

Phase II

Salaries: Executive Secretary	\$ 22,000	
Clerical	7,700	
Television Producer	11,000	
Video Engineer	12,000	
Media Specialist	12,000	
Two Clerks	11,000	
		\$ 75,700.
Travel Expenses	\$ 10,000	10,000.
General Office Expenses	\$ 15,000	15,000.
		<u>\$170,700.</u>

Phase III

Salaries for Phase II plus increment	\$110,000	
Additional Staff:		
Video Technician	8,500	
Secretary	7,500	
		\$126,000.
Travel Expenses		10,000.
General Office Expenses		20,000.
		<u>\$156,000.</u>

Necessary Capital Outlay for
Technical Machinery - Phase II

Video Cassette Duplicator:	
(1 Controller and 20 slaves)	\$150,000.
Telecine Equipment	100,000.
	<u>\$250,000.</u>

181

APPENDIX D

Summary of Response Sheet

Summary of Response

ITEM

	Totals			
	A	E	P	
Fund Raising				
Hiring of Personnel				
Planning Budget				
Approving Purchasing				
Liaison with Schools				
Staff of Department of Education				
Establish Priorities				
Evaluation of Programs				
Selection of Programs for Telecasting				
Determines Policy for TV Center				
Interviews Potential Talent				
Research and Development				
Determines Priorities for Production				
Scheduling of Programs				
Selection of Programs for Preview				
Content of Programs				
Involved in Actual Production of Programs				
Initial Preview of Programs				
Responsibility for Graphics				
Responsibility for Set Construction				

Continued

	Totals			
	A	E	F	P
Maintenance of Studio Machinery				
Maintenance of School Equipment				
Recommend Video Tape Purchase				
Building and Plant Maintenance				
Works with Television Teachers in Production				
Determines Techniques for Production				
Publicity for Center				
Coordinates All Activities within the Center				
Liaison with Community				
Responsibility for Fund Raising and Govt. Grants				
Liaison with Other Diocesan Agencies				
Evaluation of Personnel				
Assists Utilization Coordinator				
Reports to Supt. of Schools - Re: TV				
Liaison with Other TV Systems				
Accounting and Billing				
Conducts Workshops for Teachers				
Responsible for Program Logs				
Schedules Studio Time				
Know Sources of Programs				
Works with Curriculum Consultants				
Responsible for Video Tape Traffic				

APPENDIX E TV Course Evaluation Sheet

184

183

SCHOOL NAME _____

JOL CODE

SERIES CODE

GRADE LEVEL

NUMBER IN CLASS

CHANNEL

TIME

TODAY'S DATE

EVALUATING TEACHER _____

Please indicate answer by circling appropriate number.

THE LESSONS

1 IS COURSE SUITABLE TO CURRICULUM 1 Yes 2 No	2 SUITABLE TO GRADE LEVEL 1 Yes 2 No	3 OBJECTIVES OF LESSONS 1 Clear 2 Unclear	4 OBJECTIVES SUCCESSFULLY MET 1 Yes 2 No	5 TV VOCABULARY 1 Difficult 2 Average 3 Simple
6 PACING OF TV LESSONS 1 Too Fast 2 Adequate 3 Too slow	7 VISUAL AIDS 1 Effective 2 Ineffective	8 LOGICAL SEQUENCE OF FACTS 1 Yes 2 No	9 DO PRODUCTIONS FLOW SMOOTHLY 1 Yes 2 No	10 STUDENT REACTION TO TV COURSE 1 Good 2 Fair 3 Poor

THE CLASSROOM TEACHER

11 ESTIMATE OF YOUR CLASS ABILITIES 1 Slow 2 Average 3 Advanced	12 COURSE USED AS 1 Basic Instruction 2 Enrichment	13 DO YOU PREPARE CLASS FOR LESSONS 1 Yes 2 No	14 DO YOU VIEW ENTIRE LESSON 1 Yes 2 No	15 DO YOU USE TEACHERS' GUIDE 1 Yes 2 No
16 IF SO, DID YOU RECEIVE IN TIME 1 Yes 2 No	17 WAS IT EFFECTIVE 1 Yes 2 No	18 SUGGESTIONS FOR PREPARATION OF STUDENTS 1 Practical 2 Impractical	19 SUGGESTIONS FOR FOLLOWUP 1 Practical 2 Impractical	20 WOULD YOU LIKE SERIES REPEATED NEXT YEAR 1 Yes 2 No

THE TV TEACHER

21 TV TEACHER'S PERSONALITY 1 Good 2 Poor	22 PERSONAL APPEARANCE 1 Good 2 Poor	23 COMPEENCE IN SUBJECT MATTER 1 Good 2 Poor	24 ABILITY TO COMMUNICATE 1 Good 2 Poor	25 OVERALL TECHNIQUE 1 Good 2 Poor
26 SCHEDULED AT CONVENIENT TIME 1 Yes 2 No	27 PICTURE QUALITY 1 Good 2 Poor	28 SOUND QUALITY 1 Good 2 Poor	29 OVERALL VIEWING CONDITIONS IN YOUR ROOM 1 Good 2 Fair 3 Poor	30 ARE THERE ENOUGH TV SETS IN YOUR SCHOOL 1 Yes 2 No

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

184

185